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ABSTRACT

This monograph presents a report on the second PROTEACH Conference, held at the University of Florida, Gainesville, in October 1980. One purpose of the conference was to hear from the task force that prepared a report on the nature of knowledge appropriate to teacher education. Another purpose was to identify generic domains of performance of professional teachers. The first paper presents a description of the development of the project, the planning and implementation of PROTEACH, and the goals and tasks that will be met as it progresses. The findings from the task force to provide an overview of the project are summarized. An Operation PROTEACH Task Force paper was also presented, in which the general characteristics of knowledge were identified and defined. Another conference paper discussed factors that should be considered in redesigning teacher education programs and emphasizes close collegial cooperation between colleges of education and school districts. The varying roles that preservice students should be prepared for before they enter teaching are outlined. The fourth conference paper presents a selective summary of research studies regarding the content of generic pedagogical knowledge and skills; precis are given of various studies. Reports of small group discussions are included, as well as a summary of the concluding panel discussion on the conference. (JD)

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OPERATION PROTEACH

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Introduction

The second PROTEACH Conference was held to further the work of the College of Education faculty in considering new designs for preservice training programs for professional teachers. Dean David Smith's paper (pages 1 to 11) presents a description of Operation PROTEACH including assumptions undergirding the program and responses to questions about the project.

One purpose of the second Conference was to hear from the task force that prepared a report on the nature of knowledge appropriate to teacher education. The report of that task force "How Do You Know?" A Reply from Task Force I, PROTEACH, as presented by Dr. Robert Sherman is on pages 12 to 15.

Another purpose of this Conference was to identify generic domains of performance of professional teachers. This required a synthesis of the specific things a "teacher should know and be able to do" as identified in the first PROTEACH Conference. The papers presented by Dr. Roy Edelfelt (pages 16 to 31) and Dr. George Denemark (pages 32 to 64) outline general considerations and provide a historical background for considering generic domains of performance. The reports of faculty groups and a summary of their recommendations regarding generic domains are included on pages 65 to 67. This report concludes with highlights from a panel discussion conducted by Dean Emmett Williams.

One of the most significant statements at the Conference is not included in this report. In his welcoming address, Dr. Robert A. Bryan, Vice President for Academic Affairs at the University of Florida, expressed his keen interest in the efforts by the College of Education to develop a new design for an extended teacher education program. Vice President Bryan said, "I have talked with President Marston about your work and we pledge that we will support your reconceptualized extended teacher education program."

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DEVELOPING OPERATION PROTEACH

David C. Smith
Dean, College of Education
University of Florida

STATE OF THE SCENE

The time may never have been, nor ever be, better for major change in teacher education. Conditions may now be as conducive as can be expected for the major renovation of teacher preparation programs. If education is to achieve full professional status, major change comparable to that which was precipitated by the Flexner report in medical education is essential. If the assessment is accurate that conditions are favorable for the redesign of teacher education, then it is necessary that we take the initiative. Far too often, educators are reactive rather than proactive and lament their fate after the fact. Operation PROTEACH is a proactive, constructive approach to reform in teacher education.

It is not difficult to document the widespread dissatisfaction associated with teacher education (Help! Teacher Can't Teach, Time magazine, June 16, 1980). While there have been consistent efforts to improve the quality of teacher education programs, fundamental changes appear not to have taken place during the last half-century (Howsam, Corrigan, Denemark, Nash, Note 1). During times of short supply of teachers, it would be difficult, if not impossible, to institute major change in teacher preparation. However, there is a perceived and projected surplus of educational personnel (Galambos, 1979). Changes taking place in teacher certification suggest concern and the need for improvement by state officials (Stoltz, 1979). There is evidence that some other colleges of education and the practicing profession share the view that the time has come for major change in teacher preparation (Teacher Education: Time for Reform/Special Issue, Phi Delta Kappan, October 1980). But perhaps most important of all, the knowledge base supporting teaching and learning is more consistent and substantive than we have ever known before and much of that information is not incorporated in present preservice preparation programs (Smith, 1980).

The Florida State Legislature has responded to the need for improved teacher education. Committee Substitute for Senate Bill 549 (Florida Statutes 231.17 and 240.529) has mandated minimum test scores for entrance into teacher preparation programs; the passing of a teacher certification examination; and a year-long internship. Committee Substitute for House Bill 97 (Florida Statutes 231.545 and 231.555) may be regarded as an expression of confidence in the profession through providing for greater professional

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control in matters associated with their own standards and discipline.

More specifically, the College of Education at the University of Florida may have advantages in reconceptualizing teacher education not enjoyed by others. We have our own history and tradition wherein the College of Education has played a significant national leadership role in professional education in the past. We are also fortunate in having the confidence, support and encouragement of the central administration of the University in our effort to reconceptualize present preservice preparation programs. We have been able to divert a significant portion of our college budget in support of Operation PROTEACH. Finally, and probably most important, our college is composed of extraordinarily strong faculty members. We justly deserve the high national regard in which our college is held among colleges of education. A weak college of education could not and would not dare embark upon the path that we have identified. We are building from strength, not from weakness.

PAST ACTIVITIES

In order to examine effectively our present condition there may be value in reviewing our recent past activities which constitute the foundation of our current effort. During the 1978-79 academic year, with the assistance of Dr. Margaret Lindsey, the Curriculum and Instruction Division conducted a comprehensive review of teacher education programs. In many ways, that study served as the foundation of our current effort. At a faculty meeting held in March, 1979, the general conceptual basis of Operation PROTEACH was placed before the faculty. The response of the Administrative Council of the college, the College Development Committee, and individual members of the faculty seemed positive and encouraging. Then in May, 1979, PROTEACH Conference I was held. Approximately 70 teachers and administrators from throughout the state joined the faculty in addressing the need for major change in teacher education. The questions--"What should a beginning teacher know and be able to do? and "What kind of person should a beginning teacher be?"--were given special consideration. The conference was valuable and the information which we received is being used in subsequent work.

The task in which we are currently engaged is neither quickly accomplished nor simple. The conceptualization of teacher education programs for teachers of the 21st century, a task addressed at this date by only a few others, will be demanding and complex at best. It will necessarily require the effort, broad involvement, patience, and understanding of virtually every member of the faculty.

A PLAN FOR PLANNING

Our objective, that of reconceptualizing teacher education programs for the future, would be much easier if a grand plan were available. Unfortunately, one is not, and it isn't appropriate that there should be. The development of such a program will require the skills of specialists from a wide variety of areas throughout the college. No single person has the knowledge nor the vision to develop a teacher preparation program for all teaching areas at all teaching levels.

Nevertheless, there are some rather clear views in general terms as to how we might proceed; in essence, a plan for planning does exist. The Operation PROTEACH Planning Document reviewed by and distributed through the Steering Committee (Lindsey and Lewis, Note 2) was distributed to the Administrative Council, and its thorough study and review by each of the academic departments in the college have been encouraged. The general plans for proceeding with Operation PROTEACH are described in that document. The document recognizes the probability that changes in plans may occur as we progress; to this end your comments and suggestions are welcomed. Two groups are central to planning the manner in which we proceed. They are the Steering Committee and the Planning Committee. The central purpose of the Steering Committee is that of an action group. It is designed to be small enough to initiate rather than to react and to assist in developing the procedural plans for Operation PROTEACH.

The Planning Committee is more broadly based. Its membership reflects the College of Education, the University of Florida and other interests beyond our campus. Membership includes representatives of the School Boards Association, the Florida Association of School Administrators, the Florida Education Association, and the Florida Teaching Profession. Other colleges on our campus are also represented; they include the College of Fine Arts, the College of Arts and Sciences, and the College of Agriculture, and the College of Health, Physical Education and Recreation. Students and faculty from each department in the college are included in membership of the Planning Committee. The Department of Education is also represented. It is an impressive group of talented people. The central purpose of the Planning Committee is to react to the plans of the Steering Committee and to help monitor the progress of Operation PROTEACH.

A series of assumptions undergird the conceptual framework of an extended teacher education program; while assumptions associated with Operation PROTEACH have not been made explicit, they have nonetheless been implicit throughout discussions of the project. It would appear appropriate to present those assumptions.

1. There is clear and increasing encouragement for improvement and major change in teacher education programs.
2. Beginning teacher education programs should not be deficit in nature; that is, beginning teachers should be adequately prepared to function at a safe professional level upon entry into the profession.
3. The present teacher education program at the University of Florida, in spite of an enviable national reputation, suffers from inadequate time available for its teacher education programs. The problem is of major rather than minor proportions.
4. It is recognized that if a reconceptualized teacher education program indicates the need for more time, additional time cannot be acquired from existing undergraduate programs for teacher preparation programs.
5. An adequate knowledge base exists for major improvement in teacher education programs. It is essential that much of this information be incorporated in both inservice and preservice teacher preparation programs.
6. The interest and commitment of the faculty to the major improvement of teacher preparation programs is assumed and recognized.
7. The support of central administration at the University of Florida for the effort to redesign our teacher preparation program is assumed and recognized.
8. The support of central elements of the profession in the improvement of teacher preparation programs at the University of Florida is assumed and recognized.
9. Adequate resources are potentially available to implement a redesigned teacher preparation program.
10. The readiness of other colleges of education to adopt successful extended teacher preparation programs is assumed.
11. There will continue to be a substantial need for the inservice preparation of teachers brought about by the changing nature of society and schooling.

It may be appropriate to debate and discuss these assumptions. Other assumptions which might be associated with extended preservice teacher preparation programs might also be put forward.

GOALS

The goals undergirding Operation PROTEACH reflect the basic structure of the project. They are:

1. We seek to develop a worthy extended teacher preparation program consistent with the state of art knowledge available.

2. The program should be location specific enough to be implemented at the University; it should be sufficiently generic to be of value to others interested in the extension of preservice teacher preparation programs.
3. The program which is developed should be sufficiently explicit so that the cost of the implementation of the program can be determined.
4. The program developed should be sufficiently clear and sound so as to acquire the support of the University, students and professional community for its implementation.

TASKS

A number of tasks associated with Operation PROTEACH have been identified and described in the Planning Document. Since these tasks bear directly upon activities which need to be carried out they are included in this paper. They follow:

I. Describe sources of knowledge and ways of knowing appropriate to the preparation of professional teachers.
II. Identify what teachers should know and be able to do and what kinds of persons they should be.
III. For each category, search for knowledge pertinent to the category and its application to teacher education and the practice of teaching utilizing the work of Task Force I on the nature of knowledge. (There will be a task force on the attributes of teachers.)
IV. Translate the substance of the categories into program components using a wide range of possible activities/ experiences.
V. Design a total program, placing components in appropriate sequence and interrelationships.
VI. Design appropriate pre- and inservice programs for teacher educators who will be prepared to work in new programs of preservice professional education.
VII. Design systematic studies to conduct research on program development, program implementation, and program effectiveness.
VIII. Design a system of evaluation to be employed in monitoring the processes, procedures, and effects of program development, implementation, and research in Operation PROTEACH.
IX. Design a program of selective admission, continuous screening, and exit evaluation to be used in new designs of teacher preparation.

It is noted that the tasks describe the series of activities which need to be accomplished in the development of an extended preparation program. They are not mutually exclusive but are interrelated even though sequencing of the tasks is necessary, at least, in part.

For example, it was essential for Task I to be carried out in describing the nature of knowledge and ways of knowing appropriate to the preparation of professional teachers prior to the time that we could identify application of knowledge to teacher preparation programs.

GENERAL ISSUES

A number of questions have been identified or associated with Operation PROTEACH. While it may not be possible to respond to each of the questions in a definitive fashion, it might be helpful to comment briefly upon each of them. If additional comment is possible or desirable, an effort will be made to respond in greater detail. The questions and responses follow:

Question: What are the natural structural changes in the college envisioned in changing from present programs to programs developed through Operation PROTEACH?

Response: Since form appropriately follows function, it would not be possible to clearly identify structural college changes until Operation PROTEACH is fully described. In addition, other mandated changes (such as the year-long internship) have guidelines which are vague or nonexistent at this time. Hence, specific comments on structural changes are not possible at the moment.

Question: What are the major components in a teacher preparation program?

Response: The major components of a teacher preparation program might be generally described as: general education, subject area education, generic teaching knowledge/skills, specific teaching knowledge/skills, pre-education subjects, and clinical practice.

Question: What attention will be paid to the process of education?

Response: It will be important in designing the program to recognize that teaching is a holistic combination of an art and a science. The experiences reflected in the program which is designed can have a major influence on our helping people to become effective teachers. In designing the components and the process used we will wish to capitalize on what we have learned through experience with our present programs.

Question: What are the plans for implementing a new program?

Response: The plans for implementing a new program would be appropriate to develop and consider after the program has been designed. At the present time, it is not possible to consider specific questions

regarding the implementation of a program which has not yet been described. Our current task is to reconceptualize teacher preparation programs without the parameters to which we are normally subjected. Then, we will need to face the question(s) associated with possible implementation.

Question: What is the projected time line?

Response: It is difficult to project a time line for the completion of the reconceptualization of teacher preparation programs. It is hoped that the task could be completed sometime during the 1981-82 academic year. The question of implementation and curriculum adoption would be germane at that time.

Question: What resources to support Operation PROTEACH are available?

Response: The resources available are those which we have been able to acquire through the college budget. While they are sizable, they are not sufficient. We hope that additional resources might become available from external sources as well as from departments in the college.

Question: Are there risks in changing? of not changing?

Response: Of course there are risks in changing. There are those who believe that colleges of education are not capable of substantive change; however, it would appear that education will never achieve full professional recognition without major change and improvement. It does appear that several major professions have made substantive change and extended the preparation associated with their programs during the past several decades. The risk of not changing is that change will be dictated by external legislative, bureaucratic and other external forces.

Question: Does Operation PROTEACH mean that we give up our undergraduate program?

Response: That depends upon the nature of the intended program which results from our effort. The more important observation is that the effort associated with Operation PROTEACH extends and enhances, rather than diminishes, our commitment to the preservice preparation of teachers.

Question: Will students choose to go into a one- or two-year longer, therefore costlier, program?

Response: Whether a program is one or two years longer may depend, in major part, upon the nature of the year-long internship which is yet to be determined. It may be that a longer, more professional program may be more attractive to talented students than programs which do not hold high esteem, deservedly or undeservedly, either in higher education or in the minds of the public.

Question: Will school systems employ Operation PROTEACH graduates who will earn higher salaries than regular four-year program graduates?

Response: School superintendents have already indicated that they would be willing to pay higher salaries to Operation PROTEACH graduates, provided it can be demonstrated that the programs from which they had graduated were more substantive and rigorous than current teacher preparation programs.

Question: What will be the mechanism for approval of the Operation PROTEACH program when it is developed?

Response: It can be safely assumed that there will be widespread discussion among the faculty relative to Operation PROTEACH. Following that discussion, appropriate curricular action by various departments within the college and, ultimately, by college curriculum committees would seem to be appropriate. In other words, the college and the University have clearly established procedures for curricular change. It would seem appropriate to use this mechanism rather than to develop a new mechanism for that purpose.

Question: What is meant by domains of performance?

Response: Domains of performance refer to major categories of activities in which teachers are engaged while they are in the classroom. The term was developed by Smith (1980) and is described in detail in his book on the design of schools of pedagogy.

While the responses to these questions are certainly and obviously not definitive, it is hoped that they will provide some clarification with respect to issues which are of interest within the college.

NEXT STEPS

The goals and tasks described earlier in this paper suggest a great deal of work. Obviously, the reconceptualization of teacher education which may require nearly a complete reexamination of many programs is an undertaking of almost overwhelming proportions. Every faculty member who is involved in or has an interest in preservice teacher preparation programs will need to contribute to the development of Operation PROTEACH. Within this context, several points merit comment.

If we consider that the program which we develop will serve those who teach in the 21st century, it makes sense to consider our program de nova rather than as a re-ordering of existing program components. Second, our program should be designed in such a way as to avoid redundance and voids in essential content. Third, reconceptualizing teacher preparation programs from "scratch" should permit us to generate a defensible statement of the necessary length of the newly developed program.

After we have developed a thorough and detailed statement of a reconceptualized teacher preparation program, we are still not done. Additional tasks remain. We would be well-advised to seek review of the newly developed program by various professional groups; second, the cost of implementing the program should be estimated; third, the University Teacher Education Council and department and college curriculum committees should also review the program and eventually carry out whatever curricular action seems appropriate; fourth, it would be helpful if student groups would also review the redesign program; and fifth, the manner in which the newly designed program might be phased into operation will require special consideration.

CONCLUSION

We still have a great deal to accomplish. It is essential that we plan our steps ahead as we proceed, but, as planners know, we should be prepared to modify those plans as circumstances warrant. We clearly need the effort and assistance of faculty, professionals, students and University colleagues. We need patience with ourselves and the highest expectations. The goal is worthy of us and we of the goal!

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Operation PROTEACH Task Force I

"HOW DO YOU KNOW?"
A Reply from Task Force I, PROTEACH

Task Force I: Dr. Robert Sherman, Chairman; Dr. J. K. Bengston, Dr. R. L. Curran, Dr. G. D. Lawrence, Dr. R. B. Webb.

One of the assumptions--and sometimes assertions--on which extended programs of teacher education are based is that there is a "body of knowledge" which can and needs to be the basis of such programs. Yet when it comes to specifying that knowledge and its use in preparation, there are few agreements. It would be ungenerous (and incorrect) to say that cantankerousness is the only reason for that disagreement. One (but only one) of the more important reasons that we do not agree on "what knowledge is of most worth" is that, initially, we do not have a common conception of what is "knowledge."

That is, before we can specify what knowledge is pertinent, we have to have an understanding of what we mean, and could and should possibly mean, when we say we have "knowledge." Some persons mean that knowledge is private, others that it is public; some mean that it is strong conviction, and others expect to see evidence. Surely in a shared and social enterprise such as the education of teachers, we need to agree on what we mean by knowledge before we are likely to agree on what knowledge is useful.

That is why Task Force I was convened. The agenda was to determine the general "characteristics" of knowledge. It was not the agenda to determine what knowledge should be used as the basis of teacher education. That should come later. The task was to specify the characteristics of knowledge that subsequent groups should take account of when determining what students in teacher education should learn, know, and utilize.

We run the risk of misinterpretation by saying that this task is "philosophical." All that means is that the task is one of commenting on the meaning and criteria of knowledge. It does not mean that the task is unimportant because it does not deal immediately with choosing what knowledge is to be used. Our task is initially important because it should help focus the next and succeeding tasks. To say that the task is "philosophical" does not mean either that it is abstract and unrelated to real concerns. The way to determine what is meant by "knowledge" is to listen to and analyze how in fact the term is used and how that use can be improved and made agreeable to a wider group of people.

Some misconceptions about knowledge need to be eliminated at the outset. It is not the case that knowledge is the same for all things, or that it is certain(ty), or that it does not change, or that it is something simply to be "applied" in a situation. Moreover, knowledge is not simply information. These assertions might be thought to beg the question (of what knowledge is), but they are stated at the outset because it is necessary to put them out of mind before we can entertain what knowledge is. The assertions really are conclusions from what follows.

We do not record here all of the discussion that went into determining the "characteristics" of knowledge. The discussions were frequent and intense. By the end, those in the discussions agreed that "knowledge" is:

(1) Purposeful. The point of "having" knowledge is to utilize it in achieving an aim. Aims may differ, of course. Thus, knowledge varies with and is determined by its aim, that is to say it is contextual. But we should not make the immobilizing mistake of thinking that we disagree on everything. The fact is that this College has a general aim or purpose, which is to prepare personnel to be educational leaders--teachers, counselors, managers, et cetera. What that means specifically needs to be thought out, and it is in that discussion where there will be disagreements. Nevertheless, the pursuit of more specific aims should have the good effect of making us realize that we can and do agree on some things, if we work at them, and that those agreements--those aims or purposes--can serve both as the content and criteria for determining a knowledge base. One of the more specific purposes that the College should debate is what attitudes, beliefs, and behaviors an educated person should exhibit. Then trying to achieve that through preparation is what it means to say that knowledge is purposeful.

(2) Contextual. This can be deduced from treating in a practical manner the idea that knowledge is purposeful. Humankind does in fact have multiple purposes (which is to say that we value different things). While agreement is an ideal, it also is a fact that different purposes are found in different realms of experience (times, places, interests, and so on). That is, a single purpose or set of purposes is not likely to apply to everything throughout existence. Consequently, to say that knowledge is contextual (or situational) is to say that knowledge and meaning depend on circumstances. Thus, what counts as knowledge--active information to be used in securing an end--likely will differ according to context.

(3) Shared (social). This is not to say that there are no private experiences. It is to say that the purposes of the College relate to more than a single individual and cannot be achieved through the efforts of a single individual. This characteristic is related to the following one, which is that knowledge also is public. But more than that, to be "shared" implies that knowledge has many sources and many uses. If it did not apply socially (that is, if its concern was only to a single person or experience) there would be no need for the idea of knowledge.

(4) Public. No doubt there are understandings that are private, but they ought not to be called "knowledge." When we say we know something, we invite such questions as "how do you know?", which immediately makes the matter public (and shared)--something between you and me. I may or may not accept what you tell me, but in any case the interaction is public. It is open to inspection, to be verified (or credited or discredited), and to be used by others.

(5) Persuasive, reasoned. There is no mystery to how humankind achieves unified purposes and agreements that one claim to knowledge is of more worth than another. Once the claim is public, they reason with and persuade each other. Reasoning and persuasion require (a) evidence, (b) logic--relating ideas, (c) consensus, and (d) conclusiveness. Consensus is the general agreement of those who are equally informed about a matter; it is not unanimous agreement or a claim to infallibility. Conclusiveness implies that the judgment is the best at the time and under the circumstances.

(6) Tentative. If knowledge is a product of consensus and is conclusive, rather than final, then it is tentative. Knowledge is something to be "tried" (not something to be "applied"). To say that something is knowledge is to claim that it can be used to achieve the purposes for which we have set out. We may be mistaken, or conditions (context) may have changed. The job then is to reformulate what we "know," to take account of other data or to organize it differently, and to try again. This is to say that knowledge is hypothetical.

(7) Growing. One reason that knowledge is tentative is because it grows. That is, purposes and circumstances change, data are added and corrected, new relationships and conclusions are drawn. We go beyond what was known. Much of this change is self-correction, which is to say that the conception of knowledge sketched here is ongoing and modifying.

(8) Active and transactive. Knowledge is not inert or passive. It is not simply data. It is the use of data in achieving a purpose or end. Thus, knowledge is active. ("Knowledge" can and has been distinguished from "information" by this criterion.) More, knowledge grows only when it is active. But there are various kinds of activity. At the minimum knowledge is interactive and may be said to be transactive. That is, knowledge is something to be tried and judged for its effects (in achieving purposes); it is used to change a present state of affairs into a better serving one. The achieving of purposes certifies its status as knowledge.

(9) Credible, believable. Aristotle once said that a believable lie is preferable to knowledge that is incredible. A more recent commentator has said that what is needed in America today is believability rather than more information. The point of both of these remarks is that humankind requires knowledge that can be relied on. One way to pursue believability is to state our claims clearly and understandably. In other words, we should guard against being bewitched by words. Secondly, we cannot expect humankind to believe what their common sense rejects. Thus it is important to relate--but also to differentiate--myth, on the one hand (to employ a continuum), common sense, conventional wisdom, and grounded knowledge or warranted belief, on the other hand. (We always should be moving in the direction of grounded knowledge, but if little of that is available, we should not be surprised that humans will employ something else.) Finally, believability can be enhanced by expecting

that claims to knowledge will be judged according to the characteristics that already have been suggested.

In addition to specifying the characteristics of knowledge, there appear to be characteristics of mind and society that are necessary to developing and determining knowledge (and truth). Two of them are (a) open-mindedness, and (2) hypothetical/experimental-mindedness. In addition, there need to be supports within the community to enhance open-mindedness and the pursuit of truth. Warranted claims to knowledge and the use of knowledge are not likely without these supports.

The point of having specified the characteristics of knowledge is to provide criteria for choosing what is "known" about teaching and learning to serve as a means for pursuing (and achieving) the purposes of the College. While these criteria are a necessary first step, it is equally necessary that other things be done. One of the most important is that the purposes of the College should be stated specifically and explicitly and in such a way as to be achievable. Our group has not attempted to state what knowledge is of most worth, but we have stated what a claim to knowledge should be expected to measure up to. The function of knowledge is to serve as a means for achieving purposes. Neither has the group any claim that its characterizations of knowledge are complete and final. We have attempted a beginning, and the attempt should be judged in the same way that any knowledge should be judged: as a means to an end. We hope only that succeeding groups take our work into account, use it for what it is worth, and build on it or modify it. We are willing to have our work judged according to the same criteria we have sketched for any claims to knowledge.

As a summary, we repeat the characteristics of knowledge in an outline. Knowledge is:

(1) Purposeful
(2) Shared (social)
(3) Public
(4) Contextual
(5) Persuasive, reasoned by, (a) evidence, (b) logic, (c) consensus, (d) conclusiveness
(6) Tentative
(7) Growing
(8) Active and transactive, and
(9) Credible, believable.

ED213682

REDESIGNING TEACHER EDUCATION

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National Education Association
Instruction and Professional Development
Washington, D.C.

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Presented at
the University of Florida
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When teacher educators reexamine or redesign teacher education their usual approach is to revise the program their college of education controls. Redesign is achieved on the basis of a new or different conceptual framework, usually built around a notion of the product, that is, the teacher to be graduated and licensed to teach. That notion is often a compromise between what professors idealize teachers to be (usually based on what professors idealize schools to be) and what the teacher's actual job is in the public schools. One of our most serious problems in teacher education is that the focus of program has been on product (even when a good compromise is struck), independent of a number of other factors. The result, I contend, is that redesigning doesn't do enough to professionalize teaching nor does it contribute sufficiently to improving schools.

What I want to argue for in this paper is a redesign that makes a substantial contribution to the further professionalization of teaching and to the reform of public education. To make that contribution the process of redesign must closely examine several important factors. They include:

1. The school's conception of its role and the teacher's role
2. The College of Education faculty's multiple conceptions of the school's role and the teacher's role, and the mesh of these with #1
3. The proper function of guidance, placement, and assignment
4. The image of the teaching profession
5. The larger professional context.

After that I want to sketch the roles that teachers should be trained for to reflect those factors.

In working on a paper last year that dealt rather explicitly with what teachers need to know and be able to do, I was criticized by an astute educator in Michigan. How, he asked, can you describe the knowledge and competence teachers need before you have a concept of the kind of school which teachers will work in? That leads me to the school as a factor to consider in the redesign of teacher education.

The School as a Factor

What are the schools like? How can teacher education be related to the real world of schools? How might teacher educators be more in touch with schools? It would be helpful if school districts--even school building faculties--developed a mission statement, a statement that outlines their particular goals for education, specifies the functions of teachers and administrators, sets forth the district's expectations for the quality of life in school, defines the scope of the curriculum, and describes the school's relationship to parents and the community. The idea is for school districts to be explicit about what the school is like, how people in the school are regarded, and how the school relates to the community of which it is a part.

The college of education could take initiative in its service area to encourage, help, and facilitate the development of those mission statements by school districts. Such statements would help schools of education design programs because it would suggest the kinds of teachers a district wants and the kinds of programs teachers are operating. The process of sharing ideas would give the schools a chance to influence the school of education and vice versa. It would give citizens a chance to influence schools and assure school personnel that school goals are understood by citizens. It would make it necessary for teachers and other school personnel to clarify their roles as school employees, as professional organization or union members, and as citizens. Finally, it would build some common awareness of the complexity of operating a school.

Any university works with several school districts, so an immediate question is, How can a college of education respond to more than one mission statement? Even if the kind of teacher wanted in one district is explicit and university professors design a program to produce such a teacher, what about all those other models of teachers suggested by other school districts.

Let me counter with a question: Is there any college of education that does not already produce many different models of a teacher? I suggest that the answer is no. Schools of education are graduating teachers who are very different. There is often too much pressure for uniformity, yet even uniformity produces diversity. Why not be very deliberate about diversity in teacher education? Why not provide for several models of a teacher in a program of teacher education? That brings me to the college of education as a factor to consider.

The College of Education as a Factor

I assume that teacher educators have a number of primary goals. They want to prepare and to continue to educate teachers so that schools will be of high quality. They want to contribute to the improvement of school programs, which includes developing better curriculums; improving instruction, administration, and personnel practices; organizing time and personnel more effectively; improving the school as a social system; etc. They expect to contribute to those tasks through teaching, research, field service, and writing.

But most professors of education have very strong convictions about what teachers should know and be able to to do and what schools ought to be. Getting all the members of a given college of education faculty to agree on a single model of teacher, a single way to prepare teachers, would be impossible, but with a little compromise it might just be possible to put together teams of faculty members (four or five people) who agree on what kinds of teachers the school of education should graduate. It might also be possible to mesh the different

persuasions of faculty teams with the types of teachers described in school district mission statements, and there might be collaboration between particular school districts and particular faculty teams. The interaction might go well beyond preservice teacher education. In fact, that is probably essential if the interests of all parties are to be served. What I am suggesting is that the concern must be for multiple factors and multiple purposes.

The idea of a faculty team working with a group of preservice teachers has many potential benefits. For the student the program would have much more continuity, assuming that all faculty teams would have major responsibility for the development of preservice teachers in their program. In addition, the faculty would have the stimulation of working closely with colleagues and the satisfaction of involvement in developing teachers over a sustained period. (I am assuming that professional preparation would involve at least three years [after two years of general education], one of which would be a carefully supervised internship.) For professors there would also be more variety in work. Some years would involve more time in schools, other years more time on campus.

Program teams would make explicit the kind(s) or model(s) of teacher for which they would provide a preparation program, the procedures they would follow, and how they would evaluate what happened. They could also indicate the school districts in the service area desiring teachers of the type they are preparing. That leads me to another factor to consider.

Guidance, Placement, and Assignment

Advising in colleges of education is often not concerned sufficiently with the individual development of the prospective teacher. In practicum experiences, for example, advising is usually not concerned with the performance skills being learned. Advisors function primarily as approvers of academic course loads and as recommendation writers in the placement process. Probably very little advisor influence reaches as far as the assignment of teachers in an internship or first job.

Advising may be the most important function of a teacher educator (as, indeed, it may be for teachers in schools). Advising prospective teachers should at least be equal in importance to teaching, and advisors would be trained for the role. Usually a major advisor should be drawn from the faculty team providing the major portion of the prospective teacher's professional program. But each student should also have a panel of advisors that includes at least two

practitioners and one professor. The process of advising should provide a control center for each prospective teacher's program of preparation, including assessment of strengths and needs; planning, supervision, and evaluating of learning activities; and feedback and counseling.

Advisors, particularly major advisors, should be centrally involved in placement and assignment for an internship and deeply involved in evaluating it. Ordinarily advisors should have links to school districts seeking teachers of the type prepared by their team and therefore could play an invaluable part in job placement and initial assignment (assuming that the hiring school district considers such cooperation appropriate and valuable).

The Teaching Profession's Public Image

The teaching profession does not look very attractive to many youths these days. How fast the situation has changed! Only yesterday a great number of young people wanted to enter the helping professions. But the job market has changed, and teaching's image in the public eye has diminished. Morale in many schools is low. The press is holding school people and teacher educators responsible for a host of social ills and educational shortcomings, and we in the profession have not answered the criticism very effectively. In fact, too many of us are accepting the criticism and merely muttering under our breaths about the injustice of it.

The profession needs to project a more balanced image of the teacher and teaching. The mission statements by school districts could describe what teaching involves in professional satisfaction, status, freedom, promotion, career opportunity, income, continuing growth, etc. We could make a greater attempt to be explicit about stages of professional competence and give more attention to the development of interesting career patterns within teaching. (It should not be necessary to leave teaching to get promoted.) Many experienced, highly qualified teachers are broadening the range of their professional activity: They are part-time teacher educators, teacher center policy board members, curriculum developers, members of standards and practices boards, members of review panels and visiting teams, and leaders and movers in teacher organizations. Experienced teachers ought to have still other professional options, and such options ought to be recognized as legitimate professional assignments, not guilt trips away from kids or special favors from the administration. Future inventions in building a career pattern for teaching should have benefits for the employer as well as the teacher.

The university's idea of the sabbatical may not fit public school teachers very well. The idea should be reexamined. A year away from regular duties has true merit, provided the teacher can find renewal, gain new knowledge, or broaden his or her background. A year away every seven years probably ought to be much more common for teachers, both to prevent burnout and to provide opportunities to explore ideas, people, and the society in which the school exists. Arrangements might easily be made for teachers to work in other human service professions, business, or industry for a year. The possibilities in such opportunities go far beyond learning new knowledge and understanding people and the society. Improvement of self-concept, gaining a better perspective of one's work in relation to what other professionals do, and exploration of possible career changes are other possible benefits.

The procedure of secondment (suh cond ment) practiced in Britain, in which a teacher gets a completely different assignment in or outside the district, is worth examining. A seconded British teacher might work on a special project, develop a new curriculum, or assist in developing new materials. A few American teacher centers are employing a version of the secondment, having teachers assigned to teacher center staffs for a year.

Improving the image of teaching has at least three purposes: making teaching more attractive to the public, especially young people who might choose to become teachers; helping teachers feel better about their profession; and injecting vitality and variety into a teaching career.

The Larger Professional Context

Increasingly state departments of education, professional organizations and learned societies, regional and national accrediting agencies, and the federal government are having an impact on teacher education. One example is the requirement of Public Law 95-561 (the Education Amendments of 1978) that each state department of education develop and submit a plan for preservice and inservice teacher education. Public Law 94-142, another example, mandates a number of special education actions that affect teacher education. In most states there are state criteria for teacher education and state support systems. Of special note are the Florida Teacher Education Center funds allocated to universities.

My point is that the larger education community makes demands and provides privileges. Those demands and privileges should never be a surprise, and that requires good communication and collaboration with outside agencies as a part of normal operations. Communication is particularly important because understandings must be clear. For

example, my suggestion that more than one model of teacher be prepared in a teacher education program could easily be dismissed by the claim that NCATE standards would not allow several models. To the contrary, NCATE would probably go along experimentally with any program that could be argued convincingly.

Regional and national accrediting deserve attention. Both will probably undergo some changes in the next 10 years. The standards and politics of accrediting need to be understood on campus, in terms of both how colleges of education exert influence on accreditation and how they operate within, and use, reasonable standards.

Professional organizations increasingly are at the forefront of action in teacher education. The power they have attained recently is sure to make teacher organizations more at the center of decisions in teacher education. As in other areas of education there is concern within the profession about when decisions get made by voting and when they are decided on the basis of expert opinion. A reasonable mix of voting and expert opinion is bound to be found as parity is established among groups within the profession. What is more important is the battle the profession must fight to secure adequate support from the public for teacher education. The battles ahead for adequate financing of teacher education will not be won unless the total profession is organized behind such a goal.

Outside professional circles, laws are being passed in state legislatures that mandate accountability in teacher education. Some legislatures go far beyond the usual public laws and preempt professional prerogatives. Some of the state legislation of the last two years does more than preempt; it eliminates the possibility of professional autonomy.

How, you may ask, can I expect faculties of education to deal with all these factors? And why should they? After all, the job of the college of education is to prepare teachers, to offer advanced programs of professional study, and to conduct research and engage in high-level scholarship to advance the discipline of education. I would not diminish any of those efforts. But progress in improving education is not keeping pace with other developments in society. Schools have reverted to more traditional curriculum and teaching. They still educate the young through programs of group instruction and evaluate all students on essentially the same standards. High schools are still almost completely subject centered, and each year they serve fewer students adequately. Schools are social systems that maintain their own norms. Despite what colleges of education do in preparation programs, most teachers get socialized in two or three years into existing systems. Certainly new teachers bring something to the faculties they join, but it is not adequate to the pace of change needed.

These days the problem is compounded because the influx of new teachers to most school faculties is much smaller, and in some places there are no new teachers.

Again, why should faculties of education be concerned about all the above factors? There are, of course, pragmatic reasons, such as declining enrollments, the oversupply of teachers, job security, etc. However, there are also educational reasons.

What I am arguing for in this paper is a redesign of teacher education that makes a substantial contribution to the further professionalization of teaching and the reform of public education. Any school of education undertaking redesign should address those two complex purposes and consider the various concerns, that I have mentioned (and probably others). Otherwise, all that will be accomplished is another internal change in a teacher education program.

Further, any college of education hoping to redesign teacher education needs alliances with school people, the public, and teacher organizations to secure the moral conviction, the substantive concurrence, and the political power to make the further professionalization of teaching and reform of public education possible.

I would be remiss if I did no more than to suggest some of the factors you should consider in redesigning a teacher education program. Your central concern is, after all, what you can do directly to prepare teachers. So let me try to put what I have said together as one person's suggestions for preparing teachers.

Preparation for Teaching

Programs of teacher education should be based on assumptions about what a teacher does or should be able to do. Too often, such assumptions are tacit and not made public. Usually they are limited in focus, putting primary emphasis on the teacher's role as a teacher of students. The full professionalization of teaching requires identifying all the roles that teachers must assume to be complete professionals and designing programs that prepare teachers for such roles.

Preservice teacher education (as presently constituted) cannot deal adequately with preparation for all essential roles because time is limited and because prior to actual teaching experience, some of the conditions essential to understanding the intricacies and complexities of all roles are not in play. For example, the prospective teacher is not a member of a faculty in any full sense; thus that role

is difficult to learn in preservice training. Preservice preparation, then, can only provide partial training for some of the roles teachers must assume. Inservice teacher education must provide continuing preparation, probably in all roles but particularly in those that can only become clear and have meaning and impact when a teacher is actually functioning as a professional.

Some point in teacher education marks the termination of preservice training. Usually that point is graduation from college and initial licensure. If practice is necessary to achieve minimum competence in all teacher roles, the terminal point in initial preparation might need to be reconsidered--perhaps shifted to the conclusion of an internship or an internship and residency.

Consideration of the roles that teachers must assume is necessary to carry my proposal further. What follows is a tentative statement of eight teacher roles and the competencies that define their scope.

1. Individual Professional

Observes, studies, reflects on, and interprets organized knowledge, current human events, and the culture at large

Draws on a scholarly background, research in education, and a range and depth of experience in making professional decisions

Reveals a wide background in his or her own teaching field

Takes initiative for his or her own professional development

Keeps up-to-date on developments in his or her own teaching field and related fields

Demonstrates an awareness of and uses the resources of pertinent learned societies and subject-matter organizations

Recognizes the relationships and parallels among various fields of knowledge

Keeps up-to-date on developments and critical issues in education, curriculum, and school organization

Acts on a consciously developed philosophy of education

Exhibits moral and ethical demeanor in professional performance

Assesses his or her own performance regularly.

2. Teacher of Students

   Pretests abilities, achievement, and attitudes of students

   Plans and organizes curriculum to meet the individual needs of students

   Plans teaching-learning strategies to fit the particular situation, student, and time

   Demonstrates effective teaching performance

   Uses adequate evaluation procedures to assess student learning

   Encourages and supports a democratic climate

   Demonstrates an understanding of and ability to perform a variety of functions as a teacher of students, for example, guide, resource person, counselor, etc.

   Demonstrates an understanding of and ability to use appropriate instructional strategies.

3. Member of a Faculty

   Participates in group efforts with fellow faculty members

   Demonstrates skills in group procedures and human relations in working with fellow faculty members

   Contributes to the establishment of school-wide goals and objectives

   Participates in the evaluation of the school program

   Relates his or her own program to the total school program

   Demonstrates an understanding of the interrelationships of faculty contributions to the total growth of students

   Shares talents and abilities with other faculty members.

4. Member of a Staff Hierarchy

   Maintains effective relationships with superordinates and subordinates

Exhibits leadership and managerial skills in working with teacher aides, paraprofessionals, clerical assistants, and other support staff

Functions effectively with supervisors and school administrators in professional and management-employee relationships

Demonstrates skills in group procedures and human relations in working with superordinates and subordinates

Moves easily between hierarchical administrative relationships and professional relationships

Understands how he or she is perceived by superordinates and subordinates in different settings and circumstances.

5. Liaison with Parents and the Public

Deals directly and effectively with parents in reporting and explaining student progress

Assists the public in understanding school program

Participates with other school personnel in determining parents' and the public's desires for school program

Encourages parents and the public to visit regular classes and other school events

Uses community resources (people, places, and things) to enrich school program

Participates in definition and solution of community problems related to education.

6. Colleague of Other Professional Educators

Collaborates effectively with college and university personnel, state department officials, and other professional educators

Participates in local, state, and/or national committees and conferences of educators

Participates in the activities and uses the resources of learned societies, research and development centers, government agencies, and other organizations of professional educators

Collaborates with other professional educators in the development of position papers, policy statements, and professional papers

Demonstrates an understanding of the complicated and interdependent nature of the teaching profession

Distinguishes between professional decisions that can be made by voting and those that should be determined by expertise.

7. Member of a Teacher Organization

Demonstrates an understanding of the importance of teacher organizations

Participates in the activities and uses the resources of teacher organizations

Participates in developing and carrying out teacher-organization policy and programs

Collaborates effectively with fellow teacher-organization members

Participates in local, state, and/or national committees and conferences of teacher-organization members

Understands and supports collective bargaining and/or other appropriate approaches to policy development

Adheres to and helps enforce a functional code of ethics

Demonstrates an understanding of, exercises, and helps enforce teachers' rights and responsibilities

Demonstrates an understanding of grievance procedures and uses them when appropriate

Promotes legislative programs and political candidates to improve education and the economic and social status of the teaching profession.

8. Member of the Teaching Profession

Demonstrates an understanding of the social importance of the profession

Interprets to others the goals and practices of the profession

Contributes to the honor and prestige of the profession by his or her personal conduct

Adheres to and seeks to upgrade professional standards

Acts to improve preservice and inservice education

Demonstrates an understanding of governance of the profession by the profession

Contributes to scholarly inquiry and professional literature

Keeps up-to-date on professional developments and issues.

Teacher roles and related competencies cannot be decreed in a paper such as this. They should be developed by the educators who are involved in and affected by preparation programs, that is, representatives of higher education, teacher organizations, school districts, state departments, standards and licensure commissions, etc. My purpose in outlining these roles is to present a conceptual framework different from others that deal mainly with teaching skills and competencies --one that might be consistent with the goal of both improved teacher education and school reform.

Once teacher roles and related competencies have been satisfactorily identified, or perhaps as they are being identified, other matters must be considered. I have already dealt with such factors. In connection with teacher roles, another matter to consider is the relationship among roles, that is, how competence in certain roles may influence competence in others. For example, the degree to which a teacher as a member of a faculty can contribute to the establishment of school-wide goals and objectives may affect the degree to which that teacher as <u>a teacher of students</u> can plan and organize curriculum to meet the individual needs of students. Both competencies may in turn be conditioned by policy developed through collective bargaining or other means reflecting the teacher as <u>a member of a teacher organization</u>.

Another matter for consideration is the relative emphasis to be given to each role in different phases of training. The fact that preservice teacher education has traditionally neglected many of these roles makes it imperative that they be emphasized in inservice teacher education. But for future teachers, preservice teacher education could be designed to provide some degree of proficiency in all teacher roles. The question then becomes, What degree of proficiency should be expected in each role at what point in training? Answering

that question must be left to the various agencies and institutions that prepare, certify, employ, and represent teachers. At a minimum, however, standards must be applied at several points on the preparation-induction continuum, probably at admission to professional study, student teaching, internship, graduation, issuance of the initial license, employment and assignment, attainment of tenure, and issuance of the standard license. The application of standards for licensure and employment must remain distinct and separate. Employment is dependent on licensure, but licensure should not depend on employment. Teacher competence is influenced by assignment, conditions of work, faculty compatibility, resources and facilities, and administrative leadership. Licensure should not be jeopardized by a poor assignment or an intolerable situation. Yet standards of competence in teacher roles should be applied for both licensure and employment purposes. The important point to recognize is that just because a particular teacher is not equal to a particular assignment does not mean that he or she is unequal to all assignments.

The distinction between competence for licensure and competence for employment may one day be reduced if competence in roles is considered relative to what is possible in a particular assignment. Adequacy in each role must, therefore, be assessed in terms of whether (a) a teacher is appropriately assigned, (b) conditions of work are conducive to professional practice, (c) there is administrative support and assistance in performing a particular role, (d) resources and facilities are adequate, and (e) time is available to undertake the role. The matter of degree of competence in each role, then, is qualified by the extent to which conditions, circumstances, and support encourage that role. The importance of some mechanism like accreditation of schools (the larger professional context) is evident on this issue.

Recognizing the full range of professional teacher roles is important for more reasons than to assure that training for each role takes place and that standards are applied at various checkpoints. Establishing all of the above roles as legitimate teacher functions could radically improve the job of teaching and contribute substantially to the further professionalization of teaching. It should also help to muster the material and psychological support necessary to perform all the roles, reduce teachers' frustrations that they are judged primarily on one role, cause changes in the work schedule of teachers that will provide time for assuming multiple roles, and counter misunderstandings of teaching as a job with a single function and working hours that include only time spent in the school. Most important, it should result in better service to students.

Some Final Thoughts

. How teachers or professors behave is more important than what

they know or profess. But behavior should be rational and conscious and deliberate. Thus behavior should be based on knowing.

- The way a teacher or professor behaves (performs) is in part, perhaps in large part, determined by what is possible in a particular situation or circumstance, including the social-psychological climate of the teaching-learning setting. Perhaps as important as any of the external situations and circumstances teachers and professors confront is the internal state of the individual teacher or learner--how the individual feels about himself or herself.

- The study of teaching is too often overbalanced in the direction of observable behaviors, overt characteristics, identifiable aspects--what is referred to as the science of teaching--and too little focused on the art of teaching. The assumption is often that if you know and can do the science-of-teaching things, the artistry can be added. A singular emphasis on technique may in fact foreclose the possibility of becoming artistic.

- The intellectual community today seems enamored primarily with facts, hard data, science, identifiable characteristics, knowledge. That may be defensible in science, mathematics, and hard-data areas, but it is only part of what must be considered in the social sciences, particularly in education and teaching.

- It might be more desirable in education to seek a conceptual base than seek a knowledge base. A knowledge base suggests facts that can be applied or adapted to any situation, facts that are valid in all circumstances. A conceptual base, on the other hand, suggests broad areas of agreement--generalizations, if you will--that can be applied or adapted to most people and circumstances, that can be helpful to teachers. Emphasis on a knowledge base often fosters a right-or-wrong value system. Emphasis on a conceptual base usually can encourage a conditional circumstance, which in turn fosters problem solving for the decisions one must make. A knowledge base may encourage answers; a conceptual base always needs further clarification and application, and probably fosters asking good questions rather than knowing the right answers.

- It may be important to separate those matters in education that are relatively certain and those that are tentative, conditioned, imprecise. Clear, interesting, understandable writing and speaking; a knowledge of current affairs; the pros and cons of abortion, evolution, or nuclear energy--those are rather precise. The effective way to teach reading, a working definition of democracy

for sixth graders, expectations for graduation from high school, are imprecise, conditioned, dependent on circumstance and time.

- College is considered by professors to be the part of life in higher education that takes place in classes, libraries, practicums, and other arrangements focusing on what professors intend students to learn. In reality--for the student--college is all the activities that take place under the general auspices of the institution. For full-time, in-residence students that is give to seven days a week--eating, sleeping, studying, classes, recreation, rap sessions, student activities, social life, work, etc. Is it possible that the temporary society of college is underused or ignored in designing the education of a teacher? If so, much of what a teacher is or becomes develops from the whole person applying himself or herself to living, can we afford to allow the college of education of the student to be only the academic and laboratory program?

- There is a need to change the incentives and rewards in colleges of education to make them consistent with the goals of teacher education. Old habits die slowly. Commitments developed over years of professional practice are hard to change. So in redesigning teacher education it will be necessary first to involve those expected to undertake redesign in the process of redesign, and to make incentives and rewards more related to goals.

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EMERGING PATTERNS OF INITIAL PREPARATION FOR TEACHERS:

GENERIC TEACHING DOMAINS

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Introduction

Teachers do not now receive a fully professional initial preparation. Their preparation is not comparable in either length or rigor to that of most recognized professions, nor even to that of many semi-professions. As Robert Anderson observed recently,

> Education professors have distressingly little time within which to introduce their students to the work of the teacher; and the financial resources allocated to pedagogical instruction and clinical experiences such as student teaching are but a pitiful fraction of those allocated to preservice preparation programs in engineering, law, medicine, and the like. . . Those who control the resources in society as a whole, and within the university system in particular, have not acknowledged public school teaching to be a highly important and technically complex role that calls for extensive and expensive training. (Editor's Introduction, Texas Tech Journal of Education 7 (2), Spring 1980, pp. 107-112).

One result of the inadequacy of the teacher's initial preparation is that inservice education programs must assume an immediate burden for remedial professional training to make up for the deficits in the initial preparation programs of many teachers. Other results, even more serious, are those which may be seen in the statistics of teacher burnout and teacher difficulty in creating and maintaining a positive environment for learning in the classroom.

This paper represents, in a sense, a third stage of development of ideas first enunciated in 1976 in the AACTE Report of the Bicentennial Commission on Education for the Profession of Teaching. The second stage of idea development came as a result of an invitation to one of the authors to prepare a paper on teacher education for a Fall 1979 meeting of the Forum of Education Organization Leaders. That presentation, The Case for Extended Programs of Initial Teacher Preparation, built upon the assumptions about the nature of professions, about teaching as a profession, about the importance of an adequate knowledge base to undergird a safe level of professional teaching practice, and about teacher education's role as the training arm of the profession.

Now, having considered the earlier case for extended programs of initial preparation to meet the needs of today's schools and today's teachers, we propose in this paper to explore some emerging patterns of initial teacher preparation. After developing in outline form a structure for comparing and contrasting program proposals, it is our intention to focus upon but one component of the preparation structure --that of generic teaching domains. The logic of this choice should be obvious to most readers. Attention to generic teaching domains has the potential for fostering linkages of programs and training personnel across the boundary lines of many discrete programs and departmental

units. It has the potential as well for reducing duplications and redundancies among units in professional education and for increasing the effectiveness of preparation programs by facilitating a reinforcement of important educational concepts through the use of specific examples to illustrate a common concern.

Before turning to a survey, reported in chronological form, of proposals for generic teaching domains, it would perhaps be useful to identify the broad framework for discussing extended programs of teacher preparation adopted by the authors. That framework is as follows:

Admission Criteria and Program Entry Points

Initial Preparation Curriculum Components

- General Education
- Pre-Professional (the undergirding disciplines for teaching)
- Generic Teaching Domains
- Specific Pedagogical Knowledge and Skills (subject, age or grade level, and/or population-specific characteristics)
- The Subject Matter of Teaching Fields
- Professional Literacy (current educational issues and professional concerns)
- Clinical Experience (observation, participation, student teaching, internship)

Degree(s) Awarded

Relationships with Inservice Education and with Continuing Professional Development

Licensing, Certification, and Other Assessments of Professional Competence

It is our intention to explore each of these components important to any consideration of patterns of professional preparation for teachers designed to ensure a safe level of professional practice by program graduates. That ambitious objective, however, is beyond the scope of this paper. Our hope is that this consideration of generic teaching domains will represent a useful analysis of one centrally important component of professional preparation for teaching.

GENERIC TEACHING DOMAINS

> I am committed to the notion that there are generic competencies essential to teaching any age group in any curriculum area in any place. . . These generic competencies I see as persistent situations in teaching and I believe that the professional preparation of teachers ought to be designed around them. (Margaret Lindsey, Teacher Education: Some Reflections, 1978.)

This quotation from Margaret Lindsey suggests the central role of generic teaching knowledge and skill in the design of teacher preparation programs. The assumption of such generic content is of critical importance, for without it initial preparation programs for teachers will inevitably become fragmented and differentiated according to the variations of subject area, age or grade level and/or population-specific characteristics. While the authors accept and indeed urge program differentiations which reflect such variations, we urge even more strongly that such programmatic variations be built upon a common base of knowledge and skills important to all teachers.

It is important that we not view a consideration of generic teaching domains and specialized teaching knowledge and skills as a dualism demanding a choice of one or the other as an organizing concept for teacher preparation. In Generic Teaching Skills in Teacher Skill Training, Turner (1973) suggested that in order to arrive at "residual" and legitimate classifications of generic skills, one can momentarily by-pass the facts that teachers teach specific skills or subjects at particular grade and age levels, and that in doing so they use different approaches. The complexity of the task as a teacher and the limitations of time for adequate initial preparation of teachers at the safe level of beginning practice suggest the desirability of seeking common components of teaching which can be addressed generically but illustrated in particular subjects at appropriate age or grade levels and with sensitivity to significant cultural groups. Such an approach can reduce greatly redundancy in professional preparation courses and promote the reinforcement of student learning and the strengthening of teacher skills in the process.

Lindsey's view regarding the legitimacy of generic teaching domains is supported by Gage (in a monograph, The Generality of Dimensions of Teaching in Research on Teaching: Concepts, Findings, and Implications, 1979, page 267) who observed that "when psychologists have investigated learning processes they have been concerned with the learning of concepts, skills, principles, problem solving and creativity without regard to subject matter." Gage referred to Gagne's arguments that learning is in principle the same for all subjects and that there are no special principles, laws or processes that apply to only one subject matter and not to others.

In addressing the question of whether educational research supports the notion that all teacher behavior must be curriculum-specific, Gage concluded that a review of a series of process-product studies of teaching suggested that results on teacher questions, clarity and task orientation were the same for different grade levels and subject areas. He referred to the Brophy and Evertson study which concluded that differences in teacher effectiveness tended to be rather general across subject matter areas. Turner's (1973) rationale for the validity of the generic view of teaching skills was that although all teaching skills are specific in actual performance, the

whole concept of "generic" skills is formed by abstracting components from specific performance instances.

Discussing the problems associated with establishing a scientific basis for education, Daniel C. Jordan (Rx for Piaget's Complaint: A Science of Education, Journal of Teacher Education, Sept. -Oct. 1979, 30, No. 5) noted:

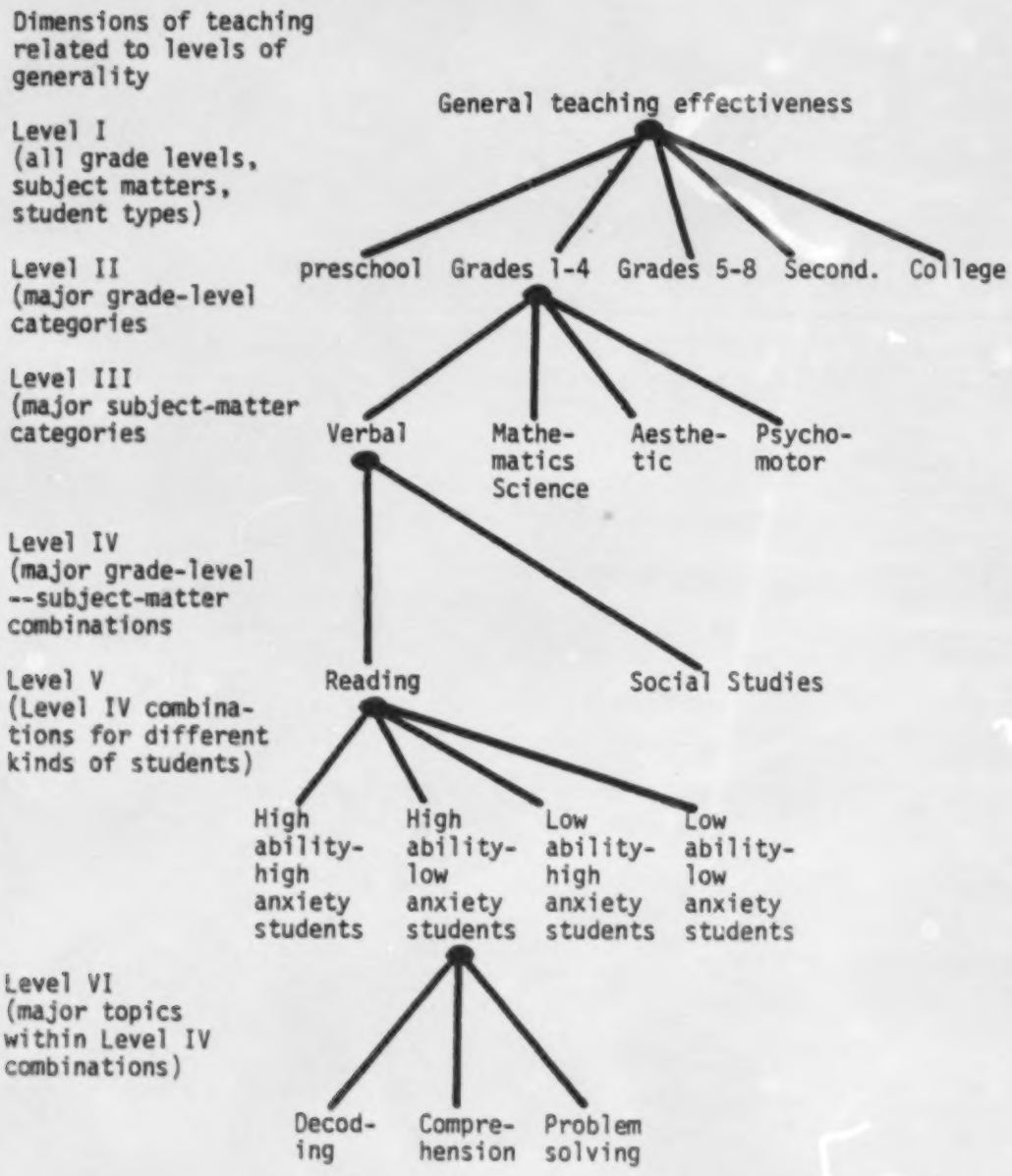
> There can be no science of education until the vast knowledge available about human growth, development, memory, emotion, learning, and behaviors is organized and put into usable form but there is no hope of organizing this knowledge and making it usable without an organizing principle.

He referred to J. Huxley's (Knowledge, Morality, and Destiny, 1960) observation:

> The lack of a common frame of reference in the absence of any unifying concepts and principles is now, if not the world's major disease, at least its major serious symptom.

In the monograph mentioned Gage suggested a means of avoiding the generality-specificity dualism in teacher preparation content by posing a hierarchical model for teaching behaviors that proposes a range from the highly general to the highly specific. He proposed that at least in terms of organizing research on teaching that it would be useful to see dimensions of teaching as making a difference at levels of generality which range from all grade levels, subject matters, and student types through dimensions which were appropriate for major grade level categories, major subject matter categories, and certain kinds of students or particular kinds of topics or learning problems. The illustration following, from p. 284 of his Directions in Research on Teaching, shows the dimensions of teaching as these relate to levels of generality.

see illustration on next page


Dimensions of teaching related to levels of generality
General teaching effectiveness
Level I (all grade levels, subject matters, student types)
Level II (major grade-level categories
preschool
Grades 1-4
Grades 5-8
Second.
College
Level III (major subject-matter categories
Verbal
Mathe-matics Science
Aesthe-tic
Psycho-motor
Level IV (major grade-level --subject-matter combinations
Level V (Level IV combina-tions for different kinds of students)
Reading
Social Studies
High ability-high anxiety students
High ability-low anxiety students
Low ability-high anxiety students
Low ability-low anxiety students
Level VI (major topics within Level IV combinations)
Decod-ing
Compre-hension
Problem solving

The point of all this is to urge that we seek whenever possible those generic teaching components as a core for teacher preparation programs which will necessarily subsequently become differentiated according to appropriate specialties.

With this much introduction, we wish to turn next to a selective summary of proposals regarding the content of generic pedagogical knowledge and skill. We have chosen to organize and report these views in an essentially chronological order, beginning with elements suggested in the 1961 report of the National Commission on Teacher Education and Professional Standards, New Horizons for the Teaching Profession, and concluding with a cluster of current reports reflecting significant interest on the part of the National Education Association, the Association of Colleges and Schools of Education and State Universities and Land Grant Colleges, and in the working documents of several teacher education institutions. Turner (1973) noted that most classifications of generic teaching skills fall generally into one of two categories, one based on the functions and tasks of teaching, the other on behavior or acts of teachers. Although no classification is entirely one category or the other, Turner's distinction is a useful one to keep in mind when examining the various generic models.

A problem we confronted in reporting and summarizing the series of statements which follows relating to generic teaching domains is that a number of these lists include categories we have chosen to consider in other sections of our proposed structure for teacher preparation. As a consequence, we have included items in the listings from a number of reports or articles which properly belong in general education, pre-professional experiences, professional literacy, or some other category utilized in the framework of this paper. We thought it appropriate, however, to include all of the items in a proposal rather than deleting certain ones and relocating them in another section of our paper. As a consequence, some items appear in several portions of the paper since we have chosen to discuss them in a structure different from that presented by their authors.

New Horizons for the Teaching Profession, 1961

The 1961 report of the Task Force on New Horizons in Teacher Education and Professional Standards was prepared by a group of distinguished educators representing universities, teacher associations, state department, and school systems. The report, edited by Margaret Lindsey, represented the thinking of such well known educators as Robert Bush, Florence Stratemeyer, Wendell Allen, Wendell Pierce, Morris Cogan, Earl Armstrong and many others.

Reporting on the content of professional education selected in terms of its significance for the performance responsibilities of the educator, the task force identified the following seven areas as those requiring new emphases in the preservice and in-service preparation of teachers.

1. Substantive content in the field of education must provide for new dimensions in decision making by the professional educator.

2. Basic to decisions which the educator must make is how to use basic educational principles relating to the nature of the learner and the learner process in a wide range of situations.

3. Understanding the underlying rationale of different educational programs and how to bring about changes in curricula.

4. Teaching methodology and the selection and use of instructional materials.

5. Becoming an intelligent consumer of educational research and engaging in practical experimentation.

6. Becoming a responsible member of the teaching profession.

7. Continuing preparation for intelligent participation in community life as a spokesman for education as well as a private citizen.

Recognizing the current interest of the National Education Association in teacher education and in clarifying what teachers need to know and be able to do in order to be licensed, it is interesting to note the interest of the NCTEPS group two decades ago in the same matters.

Effective Teaching Traits Model, 1963

Exemplifying a classification model that focused on teacher personal characteristics were Stern's 1963 review of 34 studies of effective teaching, and Combs' 1965 classification, both reported by Peter (1975). Even these models, however, recognized the importance of a pedagogical component. The example provided is from Stern's list of teacher traits that characterize effective teaching patterns:

1. Willingness to be flexible.
2. Ability to perceive from the students' point of view.
3. Ability to personalize teaching.
4. Willingness to experiment.
5. Skill in questioning.
6. Knowledge of subject matter.
7. Provision of well-established examination procedures.
8. Provision of definite study aids.
9. Reflection of a supportive and appreciative attitude.
10. Use of conversational manner in teaching.

Preservice Professional Component of a Program of Teacher Education, 1964

In 1964 the teacher education and media project of the American Association of College for Teacher Education issued a report proposing

revision of the preservice professional component in teacher education. Herbert F. LaGrone, Director of the project, separated the generic domain into twelve areas of teacher behaviors, as follows:

1. Behaviors relating to teaching activities (e.g., defining, describing, opining, classifying, comparing and contrasting, etc.)

2. Behaviors as pedagogical phasing (e.g., ordering, timing, focusing, extending, etc.)

3. Behavior as related to learning processes (e.g., motivation-producing, perception-directing, reinforcement-providing, etc.)

4. Information processing behaviors.

5. Influence behaviors (e.g., giving directions, accepting, and clarifying feelings, etc.)

6. Controlling behaviors (e.g., regulating, standard setting, judging, etc.)

7. Positive and negative affective behaviors (e.g., encouraging, reprimanding, etc.)

8. Response behaviors (e.g., interpreting, expanding, exploring, etc.)

9. Communicating behaviors (e.g., verbal, non-verbal.)

10. Out-of-class instructional related behaviors (e.g., planning and organizing, selecting media and materials, determining and stating behavioral objectives, etc.)

11. Behaviors related to personal characteristics (e.g., directive-non-directive, encouraging manner, critically evaluative manner, etc.)

12. Out-of-class school-oriented behaviors (e.g., interpreting, cooperating, supporting.)

The LaGrone project was particularly notable for its emphasis on the analytical study of teaching and its focus upon structures and uses of knowledge. Five courses in the professional sequence, which he recommended and described, were analytical study of teaching, structures and uses of knowledge, concepts of human development and learning, designs for teaching-learning, and demonstration and evaluation of teaching-learning, and demonstration and evaluation of teaching competencies.

Also noteworthy is the inclusion of an out-of-class component suggesting that teachers have professional responsibilities in addition to their student-related activities.

Teachers for the Real World, AACTE, 1969

Another significant report on teacher education was prepared by B. Othanel Smith in collaboration with Saul B. Cohen and Arthur Pearl for the task force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. The report listed minimal abilities that a program of teacher education should develop. These were the ability to:

1. Perform stimulant operation (question, structure, probe)
2. Manipulate different kinds of knowledge
3. Perform reinforcement operations
4. Negotiate interpersonal relations
5. Diagnose students' needs and learning difficulties
6. Communicate and empathize with students, parents and others
7. Perform in and with small and large groups
8. Utilize technological equipment
9. Evaluate student achievement
10. Judge appropriateness of instructional material.

This report, while calling particular attention to the needs of disadvantaged youth, clearly spoke to elements appropriate for all teachers of education.

Preservice Education--Too Little for Too Many in Realities and Revolutions in Teacher Education, Ohio 1972

Ryan, Kleine and Krasno made a case for students enrolling in a sequence of professional courses which would provide them with a firm command of the current knowledge base in teaching and learning, the foundations of education as drawn from philosophy in the behavioral sciences, the nature of the learner and his development and the methods of instruction appropriate to a special area of teaching. Some of the teaching skills to be acquired in such courses were:

1. Diagnosing student needs and learning difficulties
2. Devising learning objectives and programs tailored to individual student needs
3. Asking types of questions which require a different type of thought process and response
4. Effectively rewarding certain types of student behavior
5. Using various kinds of audio visual and instructional aids
6. Evaluating student performance and providing students with knowledge of the results
7. Effectively using different kinds of knowledge to teach curricular content
8. Instructing individuals, small groups and large groups.

The authors stressed the need for a professional laboratory experience in addition to the recommended courses. The need for meeting individual needs became a constant component of most classifications after the early 1970's.

The Florida Catalog of Teacher Competencies, 1973

Associated with the rapid development of interest in competency-based teacher education, the Department of Education in Florida took the initiative to identify and disseminate an extensive list of teacher competencies organized into seven areas. These reflect teacher skills, activities outside the classroom, and personal characteristics.

1. Assessing and evaluating student behavior
2. Planning instruction
3. Conducting/implementing instruction
4. Performing administrative duties
5. Communicating and interacting
6. Developing personal skills
7. Developing pupil self

Henderson and Lanier (1973) broke the process of teaching into four major and sequential tasks. Their classification comprises a systems analysis model, with a continuous feedback loop between evaluation and the first three items.

1. Assessment of learners and variables of instruction
2. Goal setting
3. Strategies (planning and implementation)
4. Evaluation of assessment, goal setting, and strategies

Cooper, Jones and Weber (1973) derived four teacher competencies using as their focus the role of the teacher as a facilitator of classroom learning.

1. The teacher will clarify the students' attitudes by reflecting them back to the learner.
2. The teacher will guide pupils through processes which will help to clarify values they hold.
3. The teacher will guide pupils in using a systems approach to solve a problem identified by the pupils.
4. The teacher will create a supportive learning environment that provides learning resources in response to the needs and desires of pupils.

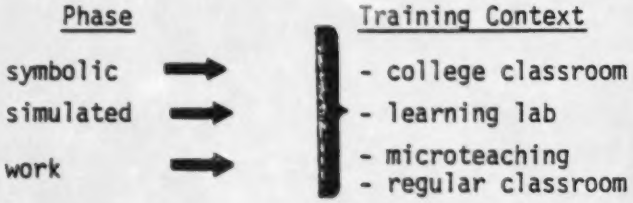
The authors spoke of three kinds of teacher competencies specified in competency-based programs, and encouraged major emphasis on the second and third.

a. Knowledge competencies which specify cognitive understanding the teacher education student is expected to demonstrate

b. Performance competencies which specify teaching behaviors and attitudes the teacher education student is expected to demonstrate

c. Consequence competencies which specify pupil behaviors that are taken as evidence of the teacher education students' teaching effectiveness

Turner (1973) presented a spiral model of competencies, reminiscent of the Taba and Bruner Models of Learning, that attempts to draw components from both the "behaviors" model of skill training and the "approaches" model to classroom instruction. Turner's spiral model of skills training is based on the assumption that learning different levels of a skill can be spaced and the learning context shifted; hence, the teacher-in-training "can remember, transfer and improve skills across phases or cycles of training" (p. 5). Increments in skill levels in the generic teaching behaviors and generic task performance are brought about in phases which correspond to specific training contexts:



Responding to the impact of both the competency-based movement and an increasing emphasis on America as a multicultural society, Wynn (1974) listed the basic clusters of competencies "that all teachers should be able to demonstrate to teach effectively in a society of disparate cultures" (p. 98). His list included professional competencies outside the classroom.

1. Understanding human growth and development
2. Planning and preparing for instruction
3. Performing instructional functions
4. Performing assessment functions
5. Displaying pupil achievement
6. Relating interpersonally
7. Carrying out additional professional responsibilities

In 1974 Robert Popham produced a brief list of competencies that was intended as somewhat of an antidote for the lengthy list of minute competency statements being developed in many quarters during this period. He maintained that there were three minimum competencies for teachers:

1. Teachers must be able to achieve pre-specified instructional objectives with diverse kinds of learners.

2. Teachers must be able to select and to generate defensible and instructional objectives.

3. Teachers must be able to detect the unanticipated effects of their instructions.

Educating a Profession, 1976

The report of the AACTE Bicentennial Commission on Education for the Profession of Teaching (Howsam, Corrigan, Denemark, Nash) proposed a conceptual framework for planning the professional components of teacher education. An appendix of that report listed 11 teacher competencies identified in a University of Houston preliminary working document. They were noted under three major headings and the professional activity of the teacher outside the classroom formed one of the three major components.

Teacher and Students: Designing and Evaluating (pre-activity and post-activity)

1. Diagnosis and evaluation
2. Organizing classroom
3. Goals and objectives for planning
4. Planning

The Teacher and Students--Active Interaction

5. Communication
6. Instruction
7. Management
8. Interpersonal relations
9. Evaluation

The Professional Teacher

10. Self improvement
11. Colleagues and other professionals

Another appendix in Educating a Profession summarized a study by Cole and Lacefield identifying process skill domains as goals for the helping professions. The seven skill domains identified were as follows:

1. Achieving, exhibiting and maintaining competence in the academic content of one's disciplines or profession
2. Cogent and accurate verbal communication
3. Making observations, constructing inferences and distinguishing between the two
4. Using multiple theoretic-conceptual frameworks to observe and infer
5. Showing and maintaining respect and regard toward others, especially one's clients

6. Value clarification
7. General fluency and flexibility of thought, perception and response.

The particular significance of these categories lies in their signalling of a rapidly developing emphasis within schools and colleges of education relating to their role as educators of persons in a wide range of human service professions for diverse settings. In addition to thinking about generic teaching knowledge and skills in relation to elementary and secondary classrooms, teacher educators may well need to be reflecting on those competencies which contribute to instructional roles in a broader range of educational settings.

The concept of thinking of a framework for professional education could be carried even beyond the so-called helping professions by reference to an article concerned with education for the profession in the future quality of national life authored by a professor of engineering, Allen Rosenstein, at the University of California. Rosenstein held that a Ford Foundation funded study of the professions showed that regardless of profession, the practicing professional is always looking for the best methods to optimize (improve) in the face of constraints, the value of the resources for which the profession is responsible. He concluded that this view provides a common curricular framework for all professions with common components leading to seven general stems about which education for the professions can be most effectively organized. His proposed framework is as follows:

PROFESSIONAL CURRICULUM FRAMEWORK

Structure	Components	Stems
Methods	Professional Method (Design)	--Professional Method
	Analysis (Mathematics)	--Applied Mathematics
	Experimentation	--Laboratory
Constraints	Humanities and Fine Arts Social Sciences	--Applied Humanities
	Life Sciences	
	Physical Sciences	--Applied Science
Resources	Information	--Information Processing
	Materials	
	Energies	
	People	--Resource Processing
	Organizations and Systems	
	Space	
	Time	

Exploration of the role of teachers as professionals as well as the function of teacher training institutions in the context of the Rosenstein and Cole and Lacefield studies would appear to offer the

potential for some insights into both areas.

Ashton and Torrance (1977) listed six components in their framework for identifying essential teaching skills:

1. Observation
2. Experimentation
3. Communication
4. Diagnosis
5. Instructional design
6. Evaluation.

In 1978 and 1979, three reports were issued, each focusing on teacher perception or self-reported needs for teaching skills and understanding. In a Journal of Teacher Education article, F. L. Pigge (1978) reported on 26 competency areas--teacher perception of need, teacher perception of self-proficiency in that need, and where needed proficiences were developed (that is, in teacher education programs or in relation to work experience). The ten proficiencies which teachers ranked highest in terms of need for competency were as follows:

1. Ability to maintain order in a classroom and to assist students in the development of self-discipline
2. Ability to motivate student achievement via modeling reinforcement, provision of success experiences and appeal to student interests
3.5 Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress
3.5 Ability to individualize instruction to meet varying needs of students via techniques such as mastery learning, alternative assignments, individual contracting in group work
5. Ability to utilize audio-visual equipment and materials in teaching
6. Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge
7. Ability to encourage and facilitate development of social skills and enhance self-concepts
8. Ability to prepare teacher made tests
9. Ability to utilize observational techniques in the classroom
10. Ability to utilize an understanding of the formal chain of control, decision making, communications, and authority within each school unit and their effect upon the daily operation of the classroom.

Interestingly, in only three of the ten proficiency areas did a larger percentage of teachers identify the teacher education institution as the place where the needed proficiency was developed, rather than through work experience. Teachers felt most proficient in utilizing A-V materials in teaching (an ability that they ranked fifth in importance), and least proficient (within these ten proficiencies) in their ability to motivate student achievement, which they ranked second in importance.

In a 1979 study Phelps reported teachers' perception of areas of high concern for training needed relative to success in teaching that was also lacking in their own preparation. The areas identified included:

1. The ability to plan and implement strategies that adequately motivate all students
2. The ability to effectively use classroom management techniques
3. The ability to meet the academic, social and emotional needs of students who are discipline problems
4. The ability to assess student behavioral and social problems
5. The ability to assess, diagnose and remediate student learning difficulties
6. The ability to plan effective instructional activities based on educational diagnosis
7. The ability to teach skills in cooperation and provide opportunities for students to learn to work effectively as group members
8. The ability to develop curriculum materials and plan instructional activities that will meet unique student needs
9. The ability to teach problem-solving skills to students
10. The ability to evaluate the effectiveness of instructional activities.

It is noteworthy that ability to achieve student motivation and discipline/classroom management rank highly in both Phelps' and Pigge's surveys.

A third document related to teacher perception of needed skills came from the Kentucky Council on Teacher Education and Certification and dealt with a proposal for certification for secondary school teachers. Although the proposal concerns secondary level skills/competencies, it is apparent that the writers saw general applicability to the areas proposed. The document lists 12 teacher skill areas of concern to the Council and 18 areas of teacher understanding necessary for entry level into the profession. Needed skill areas are:

1. Use of media
2. Teaching reading
3. Maintaining classroom learning environment

4. Controlling disruptive behavior
5. Applying what was taught at the university
6. Handling teacher stress
7. Individualizing instruction
8. Dealing with standardized testing
9. Dealing with different emotional states of students
10. Using different methods of teaching
11. Dealing with exceptional students
12. Dealing with parents.

Needed areas of understanding identified are:

1. Realities of teaching
2. Realities of public school
3. Realities of the classroom
4. Self
5. Interpersonal dynamics
6. Communication skills
7. Multi-cultural differences
8. Secondary curriculum
9. Mandated programs
10. Continued personal professional growth
11. How people grow up
12. Value system
13. Problem solving
14. Group dynamics
15. How human learning takes place
16. School law
17. School finance
18. Ethnic differences.

Visible in this document are teachers' concerns for training in multi-cultural, individualizing, "mainstreaming" and discipline/management areas. There is also recognition that the complexity of the teaching role places tremendous pressure on the teacher, both within and outside the classroom.

It is interesting to compare these three reports of teacher-perceived needs with those of a superintendent of schools (Sickles, 1980) who listed his expectations for a beginning teacher. His focus was on the many roles a teacher must take in order to perform competently within the home and school environment (rather than within the classroom context alone). In his view, beginning teachers must be able to:

1. Provide effective instruction for a classroom of 25-30 students in that teacher's area of expertise

2. Show a concern for students above subject matter

3. Understand a body of knowledge and be able to convey it

4. Understand the testing program and be able to convey results meaningfully and non-threateningly to parents

5. Model appropriate behavior in the classroom

6. Keep accurate records and be able to convey technical data to colleagues and parents

7. Maintain professional composure while communicating with parents

8. Work closely and harmoniously with fellow teachers and administrators

9. Be well-organized.

Jordon in the Journal of Teacher Education (1979) sought to develop a comprehensive theory of curriculum and a theory of pedagogy which were interdependent and coherent with a theory of development. Five basic sets of educational objectives outlined what children must do, usually with the help of teachers:

1. A set pertaining to the achievement of learning competence in five dimensions of development--psychomotor, perceptual, cognitive, affective, and volitional

2. A set consisting of basic information about the world in which we live organized according to the levels of creation specified by Whitehead

3. A set consisting of three basic symbols systems: language (which includes speaking, comprehension, reading, writing, and composition), mathematics and the arts (music, dance, dramatic arts, visual and classic arts)

4. A set consisting of three types of higher order competencies and related values each of which is related to the category of environment--material values and technological competence, social values and moral competence, religious and fiducial competence (arising from dealing with the unknown or unknowable environment)

5. A set pertaining to the self - the purpose of this curriculum is the achievement of self-knowledge, the conscious direction of translating one's own potentialities into actuality and their structuring into an integrated value system that constitutes personal identity.

Also in 1979, George provided a Taxonomy of Teacher Competencies based on his perception that "the conception of the teacher's role" is "damagingly narrow" when teacher competencies are listed. Each definition or conception is (separately) incomplete and, therefore, does not suffice for program development.

His taxonomy consisted of a two-dimensional and sequential model that indicated process in teaching as well as competencies and sequences.

A Taxonomy of Teacher Competencies

Taxonomy of Teacher Competencies	Pre-Active (Planning)	Interactive (Instruction)	Post-Active (Self-Evaluative)	Extra-Active (Renewal)
Knowledge				
Perceptual Skills				
Decision Skills				
Performance Skills		Most effort focused here.		
Values				

Also concerned with sequence and levels, Ewens (1979) specified a series of six sequential levels within each of the following eight teaching competencies. Beginning teachers must reach specified skill levels within each level.

1. Effective communication skill
2. Analytical capabilities
3. Problem-solving skill
4. Making value judgments and independent decisions
5. Special interaction
6. Effective organizational activity
7. Awareness and understanding of the world
8. Knowledge, understanding and responsiveness to the Arts and knowledge and understanding of the Humanities

In 1979 the Forum of Education Organization Leaders representing some 17 major educational organizations headquartered in Washington, chose to focus two of their quarterly meetings on teacher education. For the second of these sessions, Denemark and Nutter (1980) prepared a

paper which included a proposed framework for the generic component of initial teacher preparation. The framework was adapted largely from a manuscript in process by Smith and associates. The seven domains listed were not to be understood as courses but rather as dimensions of knowledge and skill essential to the professional teacher and subject to treatment at many points in the curriculum.

A Proposed Framework for the Generic Component

1. Observation

   Ability to observe a phenomenon objectively is one of the primary marks of a professional in any field. In a field that involves relationships among human beings objective observation is especially important as a safeguard against biases and prejudices of all sorts--racial, class, socio-economic, ideological, and personal.

2. Diagnosis

   Analysis of student abilities, learning difficulties, environmental conditions, and programs of instruction.

3. Instructional Design and Collaborative Planning

   Understanding of different types of learning, skill in defining objectives and determining the sequence of instruction. Preparation of instructional programs, materials, and activities with recognition of the need to coordinate such efforts with colleagues.

4. Instructional Management

   --of space, time, resources, processes of teaching, student conduct, development of the skills of teaching and the various aspects of classroom management. Skill development in such activities as lesson planning, conduct of seat work, recitation, reinforcement, feedback, assignment making, and student accountability.

5. Communication

   Communication is central to the process of teaching at every level. Communication skills are important not only in terms of relating to students but to professional colleagues, parents, and other community representatives as well. Communication involves not only verbal fluency, but a richness of experience that permits the representation of ideas in a variety of ways and with a sensitivity to the needs of others. It requires listening and reading skills as well as speaking and writing facility. Many concepts from counselor education

support the development of skills of listening, interpreting, translating, and responding to students, parents, and professional associates.

6. Evaluation

Development of skills in the techniques and procedures of evaluating pupil progress and in analysis of data related to diagnosing and planning of instruction. Skills in administration and interpretation of standardized tests and the design of valid and reliable measures of learning, both formal and informal.

7. Pedagogical Values

This domain, like that of observation, permeates all of the other preparation categories but is worthy of special identification and treatment. "The central task of teacher education is to provide teachers with a philosophy of education that will help them to think seriously and continuously about the purposes and consequences of what they do. This entails being aware of the value system of a particular educational environment as well as the effects of a personal value system on a school environment" (Howsam et al., 1976, p. 89).

Another major thrust supportive of a reexamination of teacher preparation programs and a concern for identifying generic components grew out of the thrust of Public Law 94-142 and the increased obligations of schools and teacher preparing institutions to respond to the needs for education of the handicapped. One significant product prepared by the National Support Systems Project under Maynard Reynolds' direction at the University of Minnesota, and published by the AACTE, was called A Common Body of Practice for Teachers: The Challenge of P.L. 94-142 to Teacher Education. The report spoke of clusters of capabilities, suggesting that they

> provide a convenient map of the domains of professional competence that appear to be important to every teacher who participates in the design and implementation of individualized instruction.
>
> These clusters can be viewed as the extensive components of the professional culture: the professional behaviors that the public can expect all teachers to be able to perform at a competent level. It is highly significant that although the discussions from which this paper is derived began around concern for students with handicaps and for Public Law 94-142, the competency clusters which evolved are quite general and have implications for all students.

The ten areas identified are:

1. Curriculum (i.e., what is deliberately taught in the school)
2. Teaching basic skills (literacy, life maintenance and personal development)
3. Class management
4. Professional consultation and communications
5. Teacher-parent-student relationships
6. Student-student relationships
7. Exceptional conditions
8. Referral
9. Individualized teaching
10. Professional values.

Byford (1979) examined the effect of mainstreaming on regular teacher training programs and developed a set of criteria as a model for all teaching personnel. The three skill areas in the model are diagnostic, remedial, and behavioral management.

Still another proposal growing out of the concern for exceptional and culturally different students came from William Sims (1980) suggesting three courses to be included in the programs for all students, the first focusing on urban education, ethnic minorities and exceptional children, a multicultural/mainstreaming effect. The second would contain modules on cultural influence on childrens' value bias and materials, cases of group difference in intelligence and strategies to raise the performance of culturally different children, a knowledge-base for pedagogical training. The third course would include behavior disorders, culturally and exceptionally different children, teaching strategies for the linguistically different child and tutorial field experience with exceptionally or culturally different children, a practicum-oriented methodological component.

During late 1979 and 1980 National Education Association leadership personnel were responsible for the development of a draft paper addressing the question of what a teacher should know and be able to do to qualify for a license. The paper was discussed in a number of NEA regional and state workshops and in its latest version (May 17-18, 1980) presented four conceptual schemes that address the question, "What should licensed teachers be able to do?"

Scheme #1 deals with the complexities of teaching and the many skills required in the teaching act. It includes references to teacher personality traits, professional activities outside the classroom, and development skills. To qualify for a license, a teacher should be able to do the following:

1. Diagnose student learning stages and difficulties
2. Select and develop curriculum content and materials appropriate for individual students and groups of students (on the basis of

diagnosis and pretesting) that are suited to teacher-learning objectives
3. Develop techniques and strategies to help students learn the content and skills prescribed in Step 1, and capitalize on other learning possibilities as instruction proceeds; that is, absorb, process, diagnose, plan, and alter strategy and procedure as instruction proceeds when new learning possibilities develop or original purposes and objectives go awry
4. Develop a variety of evaluation/assessment techniques to gather data on how well students have learned both intended and incidental learnings
5. Use documentation as an approach to collecting data
6. Communicate effectively with students and parents in reporting school achievement in a comprehensive way
7. Communicate effectively with colleagues on the growth and progress of individual students and groups of students
8. Communicate; that is, be highly articulate orally and in writing, and be an effective reader (aloud and silent) and listener
9. Demonstrate poise and self-assurance--and finesse--in using communication skills effectively, to promote causes, take issue, and criticize positions in the exercise of professional practice
10. Employ the skills of social and scientific inquiry, numeral and statistical methods, research design, documentation, and measurement
11. Use a knowledge of our social, historical, and political heritage in weighing questions and making decisions in both personal and professional life
12. Use and reflect knowledge and experience in music and art, language and literature, from the Western world
13. Use a knowledge of Eastern and third-world cultures in deliberations and decision making in personal and professional life
14. Deal effectively with personal and professional problems by virtue of an adequate understanding of the psychology and sociology of human behavior
15. Deal effectively with the school as a social system, improve it in climate, in culture, and as a place to learn, and improve the quality of life in schools
16. Manage the organization and structure of school in dealing with students, time, and resources in learning activities
17. Manage and direct others, i.e., for whom teachers have responsibility (e.g., paraprofessionals).

Scheme #2 focuses on the classroom functions of a teacher. A licensed teacher should be able to perform the following basic skills:

1. Assess, diagnose, and interpret students' learning stages and difficulties
2. Plan and prescribe instruction
3. Conduct instruction
4. Manage instruction.

Scheme #3 is based on the premise that the professional teacher assumes many roles in fulfilling his or her job as a practitioner. According to Roy Edelfelt (1979), some of the roles are not well organized in preservice teacher education, some may never be legally required. However, all are played and all need attention in preparing a fully qualified professional. A licensed teacher should have competence in the following teacher roles and related competencies:

1. Individual/Professional
2. Teacher of students
3. Member of faculty
4. Member of a staff hierarchy
5. Liaison with parents and public
6. Colleague of other professional educators
7. Member of a teacher organization
8. Member of the teacher profession.

Scheme #4 returns to categorizations more directly focused on generic competencies, and is based on Margaret Lindsey's 1978 article, Teacher Education: Reflections, in the Journal of Teacher Education, 1978.

1. Personal qualities--understanding, liking, and trusting the self; understanding, respecting others
2. Diagnosing and assessing each pupil's needs and interests
3. Developing with each pupil goals to be achieved
4. Designing opportunities with each pupil in terms of those goals.
5. Evaluating accomplishments
6. Institutional citizenship--the rights and responsibilities that go with being part of a team of persons working together for the good of pupils in a given setting
7. Professional membership, including both individual and collective responsibilities.

The NEA paper also addressed the issue of what licensed teachers should know. The statement maintains that "all licensed educators should have achieved a common objective--being a competent educated graduate, and to reach that objective all educators should have a common base of knowledge. Such a base is best acquired prior to entry into the profession." At minimum it should include:

1. An understanding of developmental psychology and the psychology of learning and a knowledge of how to apply that understanding
2. An understanding of sociology and cultural anthropology so as to appreciate the interaction of cultural heritage and individual behavior and development
3. A working familiarity with psychometrics, tests, and testing, and the competence to evaluate and use contemporary diagnostic instruments
4. An understanding of the political and legal environment of schools, students, teachers, and the teacher profession

5. A general education that includes exposure to the various academic disciplines making up the curriculum of the school
6. Mastery of the English language in written and spoken form (Those who work among cultural minorities for whom English is not primary must also be fluent in the students' primary language.)
7. Highly developed communications skills, including effective speaking, writing, and use of communications technology
8. Working skills in research methods and statistics with particular emphasis on the behavioral sciences
9. A well-developed understanding of the use of libraries, bibliographies, and other sources of books, materials, and information
10. Effective leadership skills.

At the same time the National Education Association was turning its attention once again to the nature and content of teacher education, the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges registered a strong interest in extended programs of initial teacher preparation and commissioned a group to explore institutional interest in such development and to propose standards for quality teacher education programs. At the February 1980 meeting of the Land Grant Education Deans in Dallas, some 22 representatives of institutions in attendance reported interest in or activity relating to extended programs. In July 1980, the Land Grant Deans were asked to react to a set of assumptions intended to provide a framework and background for the development of an extended teacher education program, and criteria relating to such a program. The questionnaire itself was comprised of three parts:

I. Rationale and Assumptions, which deals with teaching as a profession, the function of teacher education, continuing education, and inservice.

II. Criteria for Extended Programs, which focus on

General education
Teaching field specializations
Undergirding disciplines
Educational foundations
Generic instructional strategies
Scope and sequence of K-12 curriculum and curriculum development
Specialized curriculum, instructional strategies, and student teaching.

III. Institutional Criteria, the components of which are
Mission/Philosophy/Commitment
Authority/Governance/Responsibility
Roles/Relationships
Resources
Personnel
Program Operations.

The committee's 14 generic instructional strategies, with ranking from 1 (most important) to 14 (least important) derived from preliminary tabulations are as follows:

1. Skill in scheduling and managing teachers', aides', and students' time so as to maximize on-task behavior (10)
2. Can use a variety of print, audiovisual, and computer resources in providing instruction (11.5)
3. Is skilled in establishing achievable objectives for individuals and groups (1)
4. Knows different models of classroom management and can select most appropriate model in a given situation (5)
5. Understands application of different theories of learning (8)
6. Understands impact of physical environment on learning and safety (13)
7. Understand models for organizing instruction and the underlying research base (for example, flexible grouping, independent study, and computer-assisted instruction) (11.5)
8. Can use generic teaching skills effectively, such as set induction, closure, and reinforcement (7)
9. Can function as a student advocate by communicating with all individuals concerned with student development (14)
10. Can diagnose learning patterns and prescribe appropriate instructional activities (2)
11. Identifies motivational elements of learning process and uses them effectively (3.5)
12. Can help individuals assess learning progress and develop realistic self-concept (6)
13. Can manage conflict and intervene effectively (9)
14. Can foster cooperative learning in groups. (3.5)

When final results from the Land Grant Deans' survey have been disseminated, it will be both instructive and interesting to compare perceptions about the functions of teaching and skills needed by teachers from at least four perspectives: institutional (the deans), self-perceptual (the teachers), administrative (principals and superintendents), and organizational/professional (the NEA and AFT).

Two universities, Florida and Kansas, have shown particular interest in movement toward extended programs and as a part of faculty in broad professional study of program components have identified generic teaching domains. Lewis (1980), as a part of the University of Florida's project PROTEACH, summarized the end products of the committees charged with identifying what beginning teachers should know and be able to do. The committees' reports included mainstreaming, interpersonal, and professional components. Lewis perceived five categories of teaching acts and two categories encompassing more than classroom responsibility:

1. Diagnosis of needs: individual, group, society, school, agency
2. Planning: long and short range for individuals and groups

3. Management: of materials, space and time, individual and group
4. Delivery of instruction: including communication and motivation
5. Evaluation: of individuals and groups of teaching performance
6. School/agency member: curriculum development, policy formation, policy enforcement related to parents and community
7. Member of the profession: understands and respects professional ethics, contributes to professional culture.

The Program Coordinating Committee of the University of Kansas School of Education in 1980 listed nine goals for an extended teacher preparation program. The committee's list included components relating to pedagogical skills, teacher attributes, and professional understandings:

1. The professional teacher possesses self-understanding
2. The professional teacher has knowledge of life-long human growth, development and learning and applies this knowledge to teaching children and adolescents
3. The professional teacher is skilled in human relations
4. The professional teacher understands curriculum planning and is skilled in choosing and adapting instructional strategies to implement varying curricula
5. The professional teacher manages a learning environment effectively
6. The professional teacher evaluates student learning and uses educational research methodologies to improve instruction and student learning
7. The professional teacher understands the scope of the teaching profession and the school as a social-political organization
8. The professional teacher is a liberally educated person
9. The professional teacher has adequate knowledge of the aspects of at least one subject matter area that is included in the public school curriculum.

At yet another institution, the Teacher Assessment Project of the University of Georgia (Johnson, 1980) issued a document called Teacher Performance Assessment Instruments (TPAI), the primary purpose of which is to provide a source of data to be used in certifying teachers. The TPAI contains four separate instruments to evaluate the four skill areas seen as critical to a safe level of beginning teaching:

I. Teaching Plans and Materials Instrument
II. Classroom Procedures Instrument
III. Interpersonal Skills Instrument
IV. Professional Standards Instrument.

Within each of the four areas there are sub-categories of teacher skills (totaling 16 in all) to be evaluated.

We have now come full circle. Smith's 1980 manuscript, A Design for a College of Pedagogy, focuses on categories of pedagogical performance called "the domains of training." Smith acknowledged the

preeminent influence of Margaret Lindsey's contributions to the profession and to the formulating of this generic domain, and a comparison of her earlier recommendations with Smith's components shows that some of the generic components have withstood the passage of time even as they now reflect current issues and pedagogical research. As noted earlier (pp. 18, 19, this MS) Smith's list has seven major components that constitute the categories of knowledge required for training in generic classroom skills.

In Conclusion

The sampling of generic domains given in the preceding pages gives some idea of the variety in styles, formats, emphases, and perspectives that exists in the area. Certain elements run through most of the lists--teacher personality variables and teacher-pupil interactions, for example; others reflect emerging issues that have become permanent components in many, perhaps most, generic listings--competency-based teacher training, PL 94-142, and multicultural emphases spring to mind at once.

An examination of the multitude of differing generic formats and contents suggests to any thoughtful reader some of the combinations and variations that might form an appropriate context for a planned program of teacher preparation. Whether the models are oriented toward teaching function, teacher personality, classroom skills, the profession's clients, or professional roles, and whether the format is systems analysis, process model, uni- or multi-dimensional, spiral, or some other combination, serious consideration of generic competencies offers the possibility of arriving at standards of training excellence that, in Nutter's (1977) words, will "protect children from incompetent teachers and protect a future teacher from the degradation of performing a job of which he is incapable."

Two cautions are appropriate in concluding this consideration of generic teaching domains. The first comes from Brophy (1976) who warned that

> . . . it is a fundamental misconception to equate effective teaching with the mastery and use of a few general approaches. Instead, it seems intuitively obvious (and data from our own studies and from many others support it) that effective teaching involves the orchestration of a very large number of relatively limited principles linking specific stimulus situations to teaching responses that differ in probable effectiveness.

The second caution reminds us that the knowledge base of pedagogical preparation is only partly supplied by generic understandings and skills with the remainder to come from specific knowledge linked to subject, age or grade level, and population variations.

Probably no other dimension of teacher preparation can do so much for building a sense of professional collegiality, however, as can an emphasis on generic teaching understandings and skills. A shared pedagogical knowledge base can help to reduce the barriers that separate elementary teachers from secondary teachers, science teachers from language arts teachers, and teachers of the handicapped from those employed in regular classrooms. A broader view of the teacher professional can emerge and ultimately may contribute to elevating the judgments required in the practice of teaching from the personal to the professional.

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Reports of Group Sessions

Group 1

Leader: Ralph Kimbrough Recorder: John Nickens

Domains of Performance

Role	Skill
1. Teacher of students.	Knowledge of: 1. Observation 2. Diagnosis 3. Interpersonal relationships 4. Communication 5. Evaluation 6. Shared values 7. Group membership/leadership.
2. Teacher as individual.	Knowledge of: 1. Observation 2. Diagnosis 3. Interpersonal relationships 4. Communication 5. Evaluation 6. Shared values 7. Group membership/leadership.

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Group 2

Leader: Lynn Oberlin Recorder: Jim Hale

1. Knowledge of subject area and human development.
2. Diagnosis.
3. Instructional design and planning.
4. Instructional management.
5. Communication.
6. Evaluation.
7. Pedagogical values.
8. Professional roles.

****

Group 3

Leader: Larry Smith Recorder: Suzanne Krogh

We have adopted G. Denemark's seven domains.

To these we add:
8. Knowledge of theory and research
9. Perspective on the social and political structure of school(s) and community(ies).

These nine are a beginning frame of reference for inquiry. Faculty time and resources should be used to pursue it.

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Group 4-5

Leaders: Ted Hipple and Sandy D'Amico Recorders: Linda Crocker and Ed Turner

1. Interpersonal and intrapersonal skills (communication, leadership, decision making, problem solving, sensitivity, etc.).
2. Instructional design.
3. Expertise in content.
   a. general education
   b. preprofessional education
   c. educational foundation
   d. specific subject matter
   e. methods in teaching specific subject matter.
4. Diagnosis-evaluation-prescribing.
5. Skills to be a critical consumer and implementer of educational research.

****

Group 6

Leader: Linda Lamme Recorder: Mary K. Dykes

We can accept any of the lists as presented, e.g., Denemark/Nutter, Lewis, etc., but first consider:

1. Individual differences in student learning and teacher methodology
2. Teaching is a holistic process
3. Teacher training must involve more than the process of knowledge acquisition. It requires an interaction of knowledge and process.

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Group 7 did not meet as a separate unit but was absorbed into other groups.

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Group 8

Leader: Barry Guinagh Recorder: Catherine Morsink

1. Personal factors, experiences (prerequisite) each at "carpenter" and "architect" level.
2. Translate purpose of education: recognize/confront/solve society's problems; use method of "reading" reality, applying rational process to problem solution.
3. Communicate structure of discipline, select areas of curriculum, set goals (have sense of subject matter).
4. Function in collaborative mode: maintain dialog between school-community, higher education-schools, etc.
5. "Model"/value diversity, communicate value of diversity to students.

6. Observe/measure/record student performance for purpose of designing instruction.
7. Manage learning environment (groups, individuals, student-student interactions).
8. Possess professionalism (professional literacy, activities, "futures" perspective).

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Group 9-10

Leader: Sue Kinzer and Gene Todd

Recorder: Bob Curran and Tim Blair

I. Basic personality structure/attitudes
Believes all are able, sees self as facilitator, has positive self-concept, scholarly/inquisitive, enthusiastic/joy in living, democratic, pragmatic, creative, healthy, ethical.

II. Skills and understandings
Observation, diagnosis, design, management, communication, evaluation, thinking/reasoning, collaboration, decision-making, inventiveness, leadership, multi-cultural.

III. Roles/Functions
Individual professional, teacher of students, member of faculty, member of bureaucracy, liaison with parents/public, colleague of other professional educators, member of teacher organization, member of teaching profession.

V. Background knowledge

VI. Operational philosophy of education

Summary of Small Groups

Category	No. of Times Cited by Groups
1. Instructional Design	7
2. Evaluation	7
3. Diagnosis	6
4. Communication	6
5. Instructional Management	5
6. Observation	5
7. Shared Values	4
8. Pedagogical Values	4
9. Interpersonal Relationships	3
10. Leadership	3
11. Professional Roles	2
12. Collaboration	2
13. Theory and Research	2
14. Thinking-Reasoning	2
15. Decision-Making	2

Panel Discussion

The conference was concluded by a panel discussion among the following individuals:

Emmett Williams--Chairperson (Associate Dean, University of Florida, College of Education and member of PROTEACH Steering Committee)

Rodney Davis--(Political and Legislative Specialist, Florida Education Association/United and member of PROTEACH Advisory Planning Committee)

William George--(Assistant Superintendent for Instruction, Indian River County, Florida, and member of PROTEACH Advisory Planning Committee)

B. O. Smith--(Professor of Education Emeritus, University of South Florida and Consultant to PROTEACH)

Robert Soar--(Professor of Education, University of Florida and member of PROTEACH Steering Committee)

Several methods of summarizing this conference were considered. The Steering Committee decided to ask a panel of knowledgeable and observant professionals to be alert throughout the conference and at the end of the day to share some of their observations and reflections. After a brief presentation by each of the four panelists, a lively discussion ensued, and finally, questions and comments were taken from the audience. A compilation of the major points and areas of discussion provides evidence that the panel was well-chosen. Because of space, many valuable points were condensed and compressed and highlights of the discussion appear below.

Davis

I wish I could present to you the trade unionist's point-of-view. Althought I am employed by the FEA-United, we do not have a fixed position on teacher preparation, but I do have some observations based on my professional experience and my attendance at this conference.

1. I think you are going to need more involvement of the practitioner at every step in this process. Conduct surveys, send out teams to talk with the leadership of teacher organizations, and continue to invite teachers to your sessions as you did in PROTEACH I.

2. The role of the teacher is a crucial subject, and I was disappointed that it wasn't discussed more fully today. As one example, teachers have different roles in professional organizations than they ever had before. Not to take this into account in their training is to short change them.

3. I can tell you from the viewpoint of a former administrator and as one who works with teachers all the time that most teachers and administrators don't fail because of their lack of subject matter content. When they fail, they more frequently fail because of inappropriate attitudes or inability to communicate. Of course, subject matter is important, but by itself, it is not enough.

4. I think you need to look at what you can realistically do. Should you try to teach all the skills or should some of the tasks be assigned to other agencies? The Teacher Education Center was mandated for that purpose.

George

If we start looking at teacher education in terms of what teachers should do, we may fail to recognize that teachers should improve the quality of living in the schools. I would like to highlight a few points in this area.

1. We have teacher burn-out because of discipline problems and confused values surrounding them everyday. Prospective teachers need to have experiences that allow values to be explored and respect for values to be established. They, in turn, will do this in the schools in a similar manner.

2. Evaluation is another area of great importance in a teacher preparation program. Teachers, by and large, have difficulty in assessing needs of students, prescribing programs, developing strategies, and then measuring progress of students, and worth of the program.

3. Preservice teacher preparation must build a base for continuing education. For example, secondary language arts teachers need to know how to teach reading. A start can be made in preservice, additional skill must be built in inservice.

Smith

When our speakers finished speaking this morning, I had the feeling they were saying, "Here is the job to be done, go out and get to work on it." And that is what we are doing this afternoon. I am going to speak to two or three things about my observations of the group sessions I attended this afternoon.

1. There was concern in the group I was in about the rationale of the categories or the domains of performance. In other words, where do these things come from and what is the justification for them? Now, the question of the source of these domains is not too difficult to answer. If you were to dig into the literature, you would find that they either grow out of some organized observation about teaching itself or they grow out of some perceptions of what teachers ought to be, or they go to some perceived roles of teachers which they ought to fulfill.

2. Another concern is the question of whether or not the categories of domains are intended to cover the whole waterfront or are there some things about the education of teachers outside these domains? The answer is that they don't cover the whole waterfront . . . My own view is that the first obligation of a teacher is to teach in a classroom. If they don't do that and do it well--so that it is effective--then the real purpose of the school is thwarted.

3. In my own view, we ought to be very careful about prescribing roles for teachers. If I read the literature correctly on the psychology of teaching, there is one thing teachers prize and that is their classroom. That classroom is their turf and they do not want it interfered with. They feel satisfied when they have had a day in which they can work with their students in a class without disruptions--interruptions of one kind or another. So, when we begin to think about expanding roles of teachers, we had better be clear about whether we are talking about it from the standpoint of people who are or who are not in the classroom.

Soar

I would like to react to a few points from the standpoint of a member of the faculty here who is boggled by the thought of the job we have ahead of us as we carry through the envisioned process.

1. One of my reactions relates to a comment made by Dean Denemark this morning about the reasonableness of a hierarchical organization of teacher competencies starting from those which are generic and applicable across a wide range of pupils and subject matters. This might be a useful idea for us today to apply as we go about trying to sort all the knowledge that student teachers ought to have into sets of pigeon holes. It might be useful. We need to settle for ourselves what is subsidiary to what--that is, what are subheadings under other topics.

2. One of the problems of many statements of competencies is that they are so broad and general that all would agree with each one of them. There is no problem until we get to specifics when we find that agreement disappears. . . But until we agree on what behaviors comprise the subcompetency and what subcompetencies comprise the competency, the competency has no meaning. Once we have that level of meaning established, we may have affected a great economy of communication. We will be able to talk, for example, in terms like "competency #15," knowing that "competency #15" establishes a set of classroom routines and procedures because we will know what several levels of more specific items are which comprise that competency.

3. One of the reasons that competency specifications have had so much difficulty and not really gone very far is that if you have a list of 467 competencies, that's just too unwieldy to deal with. It is specific, but so molecular as to have little importance. But if, say, the larger number of competencies are organized into a hierarchy, we can talk and work at a level that is meaningful and of sufficient importance to be concerned about and yet, at the same time, not sacrifice the meaning which comes with greater specificity.

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